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Proceedings  
OF THE  
SIXTY-NINTH ANNUAL  
CONVENTION

OF THE

Middle States Association  
of  
Colleges and Secondary Schools  
1955

CHALFONTE-HADDON HALL, ATLANTIC CITY, N.J.  
FRIDAY AND SATURDAY  
NOVEMBER 25 AND 26, 1955



PUBLISHED BY THE ASSOCIATION  
1956



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## LIST OF OFFICERS, 1955-56

### PRESIDENT

WENDELL E. DUNN, *Principal*, Forest Park High School, Baltimore.

### VICE-PRESIDENT

E. KENNETH SMILEY, *Vice-President*, Lehigh University.

### SECRETARY

GENE D. GISBURNE, *Vice-President*, University of Pennsylvania.

### TREASURER

HENRY SCATTERGOOD, *Principal*, Germantown Friends School.

### EXECUTIVE COMMITTEE

ELIZABETH PARMELEE, *Headmistress*, Calhoun School, New York, N. Y.

LOWELL ENSOR, *President*, Western Maryland College, Westminster, Md.

HURST R. ANDERSON, *President*, American University, Washington, D. C.

REV. PHILIP HOOVER, O.S.B., *Headmaster*, St. Benedict's Preparatory School, Newark, N. J.

BLAKE TEWKSBURY, *President*, Keystone Junior College, La Plume, Pa.

WARD I. MILLER, *Superintendent of Schools*, Wilmington, Del.

KARL G. MILLER, *Dean*, University of Pennsylvania, retiring President of the Association (coopted).

EWALD B. NYQUIST, Chairman of the Commission on Institutions of Higher Education, *Ex-Officio*.

R. D. MATTHEWS, Chairman of the Commission on Secondary Schools, *Ex-Officio*.

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REV. LAURENCE J. McGINLEY, *President*, Fordham University, New York, N. Y., Secretary, Commission on Institutions of Higher Education.

IRA R. KRAYBILL, 3401 Woodland Avenue, Philadelphia 4, Pennsylvania, *Executive Secretary*, Commission on Secondary Schools.

F. TAYLOR JONES, *Executive Secretary*, Commission on Institutions of Higher Education, 270 Park Avenue, D1203, New York, N. Y.

## COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

TERMS EXPIRING IN 1956: SARAH GIBSON BLANDING, President, Vassar College; JOHN C. WARNER, President, Carnegie Institute of Technology; EDWARD W. SEAY, President, Centenary Junior College; HENRY T. HEALD, Chancellor, New York University; MOTHER ELEANOR O'BYRNE, President, Manhattanville College of the Sacred Heart.

TERMS EXPIRING IN 1957: FINLA CRAWFORD, Vice-Chancellor, Syracuse University; REV. LAURENCE J. McGINLEY, President, Fordham University; BOYD C. PATTERSON, President, Washington & Jefferson College; WILLIS E. PRATT, President, State Teachers College, Indiana, Pa.; EWALD B. NYQUIST, Assistant Commissioner, New York Department of Education, *Chairman*.

TERMS EXPIRING IN 1958: EDWARD K. CRATSLEY, Vice-President, Swarthmore College; MILLARD E. GLADFELTER, Provost, Temple University; DANIEL Z. GIBSON, President, Washington College; RICHARD H. LOGSDON, Director, Universities Libraries, Columbia University; ALBERT E. MEDER, JR., Dean of Administration, Rutgers University.

The President and Secretary of the Association.

### *Honorary Members:*

\*GEORGE A. BRAKELEY, \*FRANK H. BOWLES, EUGENE F. BRADFORD, \*ROBERT C. CLOTHIER, \*MARGARET T. CORWIN, ROY J. DEFERRARI, \*FREDERICK C. FERRY, \*DAVID A. ROBERTSON, E. KENNETH SMILEY, \*HARRY A. SPRAGUE, \*CHARLES C. TILLINGHAST.

## COMMISSION ON SECONDARY SCHOOLS

TERMS EXPIRING IN 1956: LESLIE R. SEVERINGHAUS, Headmaster, Haverford School; REV. PASCAL F. FOLEY, O.F.M., Rector, St. Joseph's Seraphic Seminary, Callicoon, N. Y.; WILLIAM O. PENROSE, Dean, University of Delaware.

TERMS EXPIRING IN 1957: EVAN INGRAM, First Associate Superintendent of Schools, Pittsburgh, Pa.; REV. WILLIAM A. RYAN, S. J., President, Georgetown Preparatory School, Garrett Park, Md.; R. D. MATTHEWS, Professor, University of Pennsylvania, Philadelphia, Pa., *Chairman*.

TERMS EXPIRING IN 1958: CHARLES E. BISH, Principal, William McKinley Sr. High School, Washington, D. C.; ABLETT H. FLURY, Asst. Commissioner of Schools, Trenton, N. J.; RHODA E. HARRIS, Headmistress, Albany Academy for Girls, Albany, N. Y.

The President and Secretary of the Association.

### *Honorary Member:*

E. D. GRIZZELL

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\*Emeritus

REPRESENTATIVES ON THE COLLEGE ENTRANCE  
EXAMINATION BOARD

JOHN F. BROUGHER, Woodrow Wilson Senior High School, Washington, D. C.  
HENRY H. CALLARD, Gilman Country School for Boys, Baltimore, Md.  
CLARENCE FULMER, Wilmington High School, Wilmington, Del.  
KENDALL B. HOWARD, Manhasset High School, Manhasset, Long Island, N. Y.  
JAMES E. NANCARROW, Upper Darby Senior High School, Upper Darby, Pa.  
J. FOLWELL SCULL, JR., Polytechnic Preparatory Day School, Brooklyn, N. Y.

REPRESENTATIVES ON THE AMERICAN COUNCIL  
ON EDUCATION

HENRY GRATTAN DOYLE, George Washington University.  
GENE D. GISBURNE, University of Pennsylvania.  
MILLARD E. GLADFELTER, Temple University.  
WENDELL E. DUNN, Forest Park H. S.  
EWALD B. NYQUIST, State Education Department, Albany, N. Y.  
E. KENNETH SMILEY, Lehigh University.

REPRESENTATIVES ON THE NATIONAL COMMITTEE  
OF REGIONAL ACCREDITING AGENCIES

EWALD B. NYQUIST, Chairman of the Commission on Institutions of Higher Education.  
F. TAYLOR JONES, Executive Assistant to the Commission on Institutions of Higher Education.

FRATERNAL DELEGATES

New England Association of Colleges and Secondary Schools, ARTHUR E. JENSEN, Dartmouth College, Hanover, N. H.  
North Central Association of Colleges and Secondary Schools, J. EDGAR STONECIPHER, Des Moines Public Schools, Des Moines, Iowa.  
Southern Association of Colleges and Secondary Schools, LEO CHAMBERLAIN, University of Kentucky, Lexington, Ky.

SPECIAL COMMITTEE

*Committee on Nominations:*

ELIZABETH GEEN, Dean, Goucher College, Towson, Md.  
ALBERT E. MEDER, Rutgers University, New Brunswick, N. J.  
MOTHER ELEANOR O'BYRNE, Manhattanville College of the Sacred Heart, Purchase, N. Y.  
LESLIE R. SEVERINGHAUS, Headmaster, Haverford School, Haverford, Pa.  
WILMOT R. JONES, Principal, Friends School, Wilmington, Del., *Chairman.*

## GENERAL MEETINGS OF THE ASSOCIATION

FRIDAY, NOVEMBER 25, 1955

Presiding Officer—**KARL G. MILLER**, Dean, University of Pennsylvania, President of the Association.

### 10:30 A.M.—GENERAL SESSION.

Annual Meeting. Reports of Officers and Commissions.  
Election of Officers.

### 11:30 A.M.—Using Self-Evaluation as an Instrument for Institutional Improvement.

#### *A. The Values and Meaning of Self-Evaluation*

**EWALD B. NYQUIST**, Chairman, Middle States Commission on Institutions of Higher Education.

#### *B. How to Plan and Conduct a Self-Evaluation*

**F. TAYLOR JONES**, Executive Assistant to the Commission on Institutions of Higher Education.

#### *C. The Effects of Self-Evaluation in a Large University*

**ALBERT E. MEDER, JR.**, Dean of Administration, Rutgers University.

#### *D. The Effects of Self-Evaluation in a Liberal Arts College*

**JACK T. JOHNSON**, Provost, Hofstra College.

### 11:30 A.M.—Secondary School Evaluation—An Informal Discussion.

**R. D. MATTHEWS**, Chm., Commission on Secondary Schools.  
**IRA R. KRAYBILL**, Secretary of the Commission.

### 2:30 P.M.—GENERAL SESSION.

Topic: Education—Its Scope and Mission.

#### *Presentations by:*

**WILLIAM S. CARLSON**, President, State University of New York.

**HELEN BAILEY**, Associate Superintendent of Public Schools of Philadelphia.

**W. D. GILLEN**, President, Bell Telephone Company of Pennsylvania.

### 4:30 P.M.—Responsibilities of Evaluation Committee Chairmen.

### 4:30 P.M.—Informal Workshop for Secondary School Evaluation Committee Chairmen.

### 7:00 P.M.—DINNER SESSION.

*Greetings from Fraternal Delegates.*

*The Splendid Anachronism.*

**FRANK H. BOWLES**, Director, College Entrance Examination Board.

## GENERAL SESSION

FRIDAY, NOVEMBER 25, 1955

The Sixty-Ninth Annual Convention of the Middle States Association of Colleges and Secondary Schools was called to order at 10:30 A.M. with Dean Karl G. Miller, President, presiding. The invocation was delivered by Lowell Ensor, President, Western Maryland College.

## REPORT OF THE SECRETARY

GENE D. GISBURNE

The report of your Secretary to this 69th Annual Convention will be brief as compared with those of recent years. However, you will be apprised in the reports which follow of the significant and important phases of the work of the Middle States Association.

Mr. Henry Scattergood, who has just completed his first full year as your Treasurer, will call to your attention budget reports which indicate that the Association is operating on a relatively narrow margin. The reports of the Commissions on Institutions of Higher Education and Secondary Schools will reveal that this has been a year of achievement coupled with increased activity.

During 1954-55 the business of your Executive Committee has been mainly of a routine nature. You are aware that for a number of years the implementation of the decision to publish an Association informational bulletin has received the attention of your representatives on the Executive Committee. Prior to this year, a series of obstacles prevented publication of such a brochure. Therefore, it was gratifying indeed for the Secretary's office to forward to the membership in early October the Association booklet which we believe will prove helpful in many ways.

The Executive Committee is indebted to Dr. Charles C. Tillinghast and to numerous others for assistance in the preparation of the material, and we know you join with us in expressing deep thanks to all concerned. Dr. Tillinghast, unfortunately, could not be with us today because his physician deemed it wiser for him to remain at home this year. However, there is no question that "Tilly" is with us here today in spirit.

The comments received thus far on the Bulletin clearly indicate that it will fill the anticipated need for information about the history and activities of the Association. We hope, too, that the membership will feel free to inform the Secretary of additional comments and

criticisms in order that future editions may reflect the wishes of the Association as a whole. A limited supply of the Information Bulletin is available at the registration desk, and we assume a number of you will request copies.

Your Treasurer, Mr. Henry Scattergood, has just completed his first full year of coping with the financial affairs of the Association. Significant of the wonderfully cooperative atmosphere of the Executive Committee were solutions of budgetary problems achieved by the five-member Finance Committee composed of the President, the Secretary, the Treasurer, and one representative from each commission.

Firm plans have been made for the Finance Committee to continue these meetings each year, and we are confident that the desired results will be brought forth in well conceived recommendations to the membership of the Association.

Principally through the efforts of your President, Karl Miller, the Executive Committee codified the practices, procedures and policies which have grown up over the years. This statement will provide for the permanent record excellent reference material and it will be a device for new members of the committee to understand better the responsibilities entailed in the executive machinery of the Association.

Your Secretary has received this year an unusual number of requests for information about the Association and its affiliated groups; and the work of the two commissions has increased, I am sure, at the same rate. It is difficult to assess the reasons for this accelerated interest by outsiders in the work of the Association. However, there is no question that the purposes and objectives of the Association have become better known in the past year.

Undoubtedly, the public's appreciation and understanding of the so-called approaching "Tidal Wave of Students" has created in parents and students additional interest in educational associations and activities. There is no doubt, too, that there has been evidence of a more genuine desire on the part of parents to select institutions with greater care and with more factual data at hand than heretofore. All, however, have served to increase the work of the Secretary's office.

The growth of attendance at the annual meetings of the Association is as gratifying to the Executive Committee membership as we know it must be to the membership-at-large. Your Secretary mentions this with some little fear and trembling, recognizing that there were problems for some delegates in the matter of hotel accommodations this year.

Of some significance and interest, it seems to me, is the attendance record of the 64th annual convention of 1950 as compared with

that of the 68th annual convention held last year. Five years ago the Association rolls included 188 college memberships and 768 secondary school memberships, or a total of 976 member institutions; and at the 1950 convention 402 institutions were represented by 774 delegates.

In 1954 your Association included 231 colleges and 847 secondary schools, an increase of 10% over 1950. Last year's convention attendance by representatives of 442 institutions reflected almost exactly the 10% increase in member institutions. However, the registered representatives at the 1954 convention numbered 923 or an increase of 19% over 1950.

It is of some significance to note that the percentage of member colleges represented at conventions is far above that for member secondary schools—70% as compared with slightly in excess of 20%. Of course, this difference may reflect the expense account practices of colleges as compared with that of secondary schools.

The fact is that there are more representatives coming to the annual meetings, and your Secretary is much interested to have available the registration data for this 1955 convention, for it is clear that the trend of increased attendance is continuing at an accelerated pace.

During the past year representatives of the Association have attended numerous meetings, conferences and ceremonies. Your Secretary served as fraternal delegate at the meetings of the New England Association in Boston, and Mr. Wendell E. Dunn, Vice-President of the Association, was our fraternal delegate at the annual meetings of the Southern Association of Colleges and Secondary Schools in December, 1954.

Dr. Ewald B. Nyquist, the Chairman of the Commission on Institutions of Higher Education, represented the Association as fraternal delegate at the meetings of the North Central Association in Chicago in March of this year.

Other representations during 1954-55 were as follows: The Very Reverend Francis L. Meade, C.M., Inauguration ceremonies of the Chancellor of the University of Buffalo; Dr. Henry Grattan Doyle and Mr. Gene D. Gisburne, American Council on Education, Washington, D. C., January, 1954; Dr. Karl G. Miller and Mr. Gene D. Gisburne, The American Academy of Political and Social Science, Philadelphia, Pa., April, 1954; Mr. Henry Scattergood, the School and College Study of Admission with Advanced Standing, Exeter, New Hampshire, June, 1955; Dr. Henry Grattan Doyle, American Council on Education, Washington, D. C., October, 1955; President Earle T. Hawkins, Inauguration ceremonies of State Teachers College, Frostburg, Md., October, 1955; Mr. John F. Brougher and

Mr. J. Folwell Scull, the College Entrance Examination Board, October, 1955; and President Otto F. Kraushaar, Inauguration ceremonies at Loyola College, Baltimore, Md.

You might be interested to know that in the next week Mr. Wendell E. Dunn will serve as your fraternal delegate to the meetings of the New England Association in Boston, and your Secretary will represent the Association at the meetings of the Southern Association to be held in Miami Beach.

There have been during this past year so many instances among the Association membership of the spirit of helpfulness that it would be difficult to enumerate them. Your Secretary is most grateful to the many who have made his job easier. Undoubtedly, you will share with me this expression of thanks to the great number of Association members who contribute so much to the work of the Association and who truly make possible the significant leadership of the Association in all its endeavors.

#### A MINUTE IN MEMORY OF GEORGE WILLIAM McCLELLAND

KARL G. MILLER, *President*

George William McClelland died suddenly of a heart attack at his summer home at Little Deer Isle, Maine, on August 20, 1955. He was seventy-five years of age.

In his long and distinguished career at the University of Pennsylvania, he had served as Director of Admissions, Vice-Provost, Vice-President, Provost, President from 1944 to 1948, and Chairman of the University until his retirement in 1951. He was Professor of English Literature and continued to teach throughout his administrative career. Recognized as an eminent scholar, he was known to generations of students as a great teacher, an inspiring personality, and an understanding friend.

George McClelland was elected secretary of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, which was then the title of this organization, in 1912 and continued in that office for more than twenty-six years until his resignation in 1939. He was President of the Association in the year 1939-40. The pressure of responsibilities at the University of Pennsylvania made it impossible for him to be active in the affairs of the Middle States Association in subsequent years, but his interest in the welfare and progress of the Association never flagged.

When George McClelland became Secretary of the Association in 1912, its only function and activity was an annual meeting bringing

together school and college people to discuss problems of common concern. The proceedings for 1912 show that addresses were given on the topics "The Value of the General Examination in College Education," "Comprehensive Examinations for Admission to College," "The Training of High School Teachers," and "The American Parent and his Relation to Education."

The membership of the Association at that time included 62 colleges and normal schools, and 121 secondary schools. The 26th annual convention in 1912 was held in Philadelphia on the Friday and Saturday after Thanksgiving Day, and the attendance record shows more than 300 participants.

When George McClelland retired as Secretary, almost 27 years later, the Middle States Association of Colleges and Secondary Schools had not only assumed its present title, but had essentially become the regional accrediting agency as we know it today. The Commission on Institutions of Higher Education and the Commission on Secondary Schools had been established and each had for many years been engaged in the formulation of standards and the publication of lists of accredited institutions. The Commission on Secondary Schools had already begun to employ the committee system of institutional evaluation which now characterizes the Middle States Association.

It would be absurd to suggest that the Association has not progressed since 1939, and it would be unreasonable to attribute to George McClelland all of the developments which were achieved during his Secretaryship. Certainly many other able and devoted persons from all types of institutions contributed to the emergence of the Middle States Association from an organization holding an annual educational conference to the dynamic, progressive and widely respected instrumentality which we recognize today.

It cannot be denied, however, that the Secretary as the continuing officer of the Association and as the only person maintaining constant contact with the work of both Commissions, as well as with the other officers and the Executive Committee, plays an important role in the guidance and implementation of the activities of the Association. This leads to the inevitable conclusion that George McClelland was largely responsible for the Middle States Association as at present constituted.

This minute of memory and appreciation would be incomplete without mentioning George McClelland as a personality. His warm friendliness, his eager interest and his complete lack of pomp and circumstance made him a master in the field now described as "interpersonal relations." It would be simpler and truer merely to say that he was one of the rare beloved.

## REPORT OF THE TREASURER

September 1, 1954 to August 31, 1955

Balance in Checking Account, September 1, 1954.....	\$1,377.08
Balance in Secretary C.I.H.E. Account, September 1, 1954.....	4,381.77
Balance in Savings Account, September 1, 1954.....	111.80
U. S. Savings Bonds, Series "G".....	8,000.00

## Receipts

Dues—Colleges 1954-55 .....	\$25,650.00
Secondary Schools .....	12,220.00
Associate Memberships .....	130.00
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Back dues .....	\$38,000.00
Advance dues .....	560.00
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	15.00
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	\$38,575.00
C.I.H.E. Flat Evaluation Fees, Past .....	150.00
C.I.H.E. Flat Evaluation Fees, Current .....	6,025.00
C.I.H.E. Flat Evaluation Fees, Future .....	1,100.00
	<hr/>
	7,275.00
C.S.S. Evaluation Fees .....	4,470.00
Certificates .....	14.00
Miscellaneous .....	206.00
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	4,690.00
Interest—U. S. Savings Bonds ..	200.00
	<hr/>
	\$50,740.00
Checking Account, September 1, 1954 .....	1,377.08
Secretary's C.I.H.E. Account, September 1, 1954 .....	4,381.77
	<hr/>
	\$56,498.85

## Expenditures

Convention Expenses .....	\$ 1,105.03
Printing of Proceedings .....	3,636.48
Executive Committee Meetings .....	239.51
Delegates' Expenses to Meetings .....	724.42
Contributions and Dues .....	325.00
Auditing Accounts .....	75.00
Insurance .....	133.11
Teachers' Ins. & Annuity Ass'n .....	399.96
Social Security Taxes .....	275.69
Miscellaneous Expenses .....	1.82
	<hr/>
	\$ 6,916.02

## Secretary's Office

Salaries and Honoraria .....	\$ 1,270.00
Correspondence and Printing .....	93.17
Telephone .....	26.11
Miscellaneous .....	20.00
	<hr/>
	\$ 1,409.28

## Treasurer's Office

Salaries and Honoraria .....	\$ 1,399.99
Postage and Notary .....	90.00
Fidelity Bonds .....	25.00
Safe Deposit Box .....	5.50
	<hr/>
	\$ 1,520.49

*Commission on Institutions of Higher Education*

Salaries and Honoraria .....	\$11,523.02
Annual Meeting, Less Refunds .....	2,144.27
Ex. Ass't Fidelity Bond .....	25.00
	<hr/>

\$13,692.29

*Expenses through Executive Assistant*

Evaluation Charges .....	\$18,590.73
Includes Travel and Honoraria .....	
Less amounts billed to and received from Institutions .....	14,709.16
	<hr/>
Office Rent .....	\$ 3,881.57
Stationery and Supplies .....	2,739.96
Telephone .....	959.70
Printing .....	608.63
Equipment .....	1,428.69
Clerical Help .....	219.67
Meetings .....	366.75
Travel .....	591.60
Contingencies .....	1,682.92
Research .....	80.54
Shipping .....	286.15
	<hr/>
	982.57
	<hr/>

\$13,828.75

*Commission on Secondary Schools*

Salaries and Honoraria .....	\$ 9,960.60
Travel and Visiting Schools .....	638.79
Printing .....	400.21
Certificates .....	4.48
Office Equipment .....	231.01
Office Supplies and Telephone .....	314.08
Contingent .....	31.05
Petty Cash .....	325.00
	<hr/>

\$11,905.22

*Balance, August 31, 1955*

Treasurer's Account .....	\$ 4,165.36
Treasurer's Account Payroll Items .....	225.61
Exec. Ass't Account .....	3,241.98
Exec. Ass't Cash on Hand .....	45.07
	<hr/>

\$ 7,226.80

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\$56,498.85**AUDITOR'S REPORT**

Board of Directors  
 Middle States Association of  
 Colleges and Secondary Schools  
 Philadelphia, Pennsylvania

Gentlemen:

We have made an examination of the books and records of the Treasurer and Executive Assistant of the Middle States Association of Colleges and Secondary Schools for the fiscal year ended August 31, 1955.

The Receipts, as recorded in the books, were accounted for by the Disbursements, which were supported by endorsed canceled checks and/or approved vouchers; together with the balances in banks at August 31, 1955, as attested by the banks' formal monthly statements.

The Investments were examined in the possession of the Treasurer.

Very truly yours,  
 LAWRENCE E. BROWN & COMPANY

## REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

MILLARD E. GLADFELTER, *Secretary*

In behalf of the Commission on Institutions of Higher Education, I submit the following report of its actions during the past year. These actions which were made at the November and April meetings are reported for the minutes and for the information of the members of the Association. No formal approval is required by this assembly.

During the year the Commission reviewed the evaluation reports for forty institutions. It continued its policy for cooperation with specialized and professional agencies for the joint evaluation of institutions which have schools, colleges or curricula over which the specialized agencies have a concern.

The Commission is pleased to report that the relations with the specialized and professional agencies have grown stronger and more effective with each subsequent evaluation and have proved highly satisfactory to the complex institutions that have been visited.

The following institutions were evaluated by the Commission, voted accreditation and therefore are new members of the Association:  
*Accredited April 27, 1955:*

Ithaca College, Ithaca, N. Y.

Rider College, Trenton, N. J.

The following member institutions were re-evaluated, continued on the accredited list and reaffirmed as member institutions of the Association:

*Accreditation reaffirmed November 27, 1954:*

Bard College, Annandale-on-Hudson, N. Y.

*Accreditation reaffirmed February 16, 1955:*

State Teachers College, Indiana, Pa.

*Accreditation reaffirmed April 27, 1955:*

Brooklyn College, Brooklyn, N. Y.

Canal Zone Junior College, Balboa, C. Z.

George Washington University, Washington, D. C.

Hofstra College, Hempstead, N. Y.

Houghton College, Houghton, N. Y.

Marymount College, Marymount, N. Y.

Mercyhurst College, Erie, Pa.

Muhlenberg College, Allentown, Pa.

Polytechnic Institute of Brooklyn, Brooklyn, N. Y.  
Queens College, New York City, N. Y.  
St. Francis College, Loretto, Pa.  
St. Joseph's College, Philadelphia, Pa.  
St. Peter's College, Jersey City, N. J.  
Sarah Lawrence College, Bronxville, N. Y.  
State Teachers College, Mansfield, Pa.  
University of Maryland, College Park, Md.  
University of Puerto Rico, Rio Piedras, P. R.  
Upsala College, East Orange, N. J.

Four non-member institutions were evaluated and denied accreditation. Decisions on the standings of ten member and four non-member institutions were deferred, for reason of weight, until future meetings of the Commission.

For public information and the records of the Association, the changes in the names of three member institutions are reported. On April 16, 1955 New Jersey College for Women became Douglass College and on November 15, 1955 the Pennsylvania College for Women became Chatham College. By merger, Wilson Teachers College and Miner Teachers College became the District of Columbia Teachers College.

Because of the time and valuable service that is rendered to the Association by members of the evaluating teams, and particularly the Chairmen of these teams, the Commission asks permission to include in the proceedings of this meeting the names of the Chairmen of evaluating teams for the 1954-55 academic year. (It should be noted that the academic year might not necessarily coincide with the names on other lists because they might be for the calendar year.)

Public appreciation is hereby expressed to them, the members of the evaluating teams and representatives of specialized and professional agencies who frequently traveled great distances to participate in evaluations:

Dean G. Lester Anderson, University of Buffalo.  
President Sarah Gibson Blanding, Vassar College.  
Dean Wray H. Congdon, Lehigh University.  
Margaret T. Corwin, then Dean of Douglass College of Rutgers University.  
Vice-President Edward K. Cratsley, Swarthmore College.  
Vice-Chancellor Finla G. Crawford, Syracuse University.  
Dean Stanton C. Crawford, University of Pittsburgh.  
President Carter Davidson, Union College.

Secretary-General Roy J. Deferrari, Catholic University of America.

President Calvert N. Ellis, Juniata College.

President Eugene S. Farley, Wilkes College.

Provost Millard E. Gladfelter, Temple University.

Rev. Joseph C. Glose, Regional Director of Higher Education, Jesuit Educational Association, New York Province (a member organization of the Middle States Association).

President Earle T. Hawkins, State Teachers College, Towson, Md.

Dean C. M. Huber, State Teachers College, Montclair, N. J.

F. Taylor Jones, Executive Assistant, Commission on Institutions of Higher Education.

Wilmot R. Jones, Principal, The Friends School, Wilmington, Del.

Walter C. Langsam, then President of Gettysburg College.

Richard H. Logsdon, Director of Libraries, Columbia University.

President L. J. Long, Wells College.

A. I. McHose, Administrative Assistant, Eastman School of Music, University of Rochester.

Albert E. Meder, Jr., Dean of Administration, Rutgers University.

Rev. Cyril F. Meyer, C.M., Vice-President, St. John's University.

John M. Mullins, Registrar, Columbia University.

Ewald B. Nyquist, Associate Commissioner of Education, University of the State of New York.

Mother E. M. O'Byrne, President, Manhattanville College of the Sacred Heart.

Claude E. Puffer, Treasurer, University of Buffalo.

Rev. William G. Ryan, President, Seton Hill College.

President Edward W. Seay, Centenary Junior College.

President J. Conrad Seegers, Muhlenberg College.

President Paul D. Shafer, Packer Collegiate Institute.

Charles C. Tillinghast, Principal-Emeritus, Horace Mann School.

Dean Winton Tolles, Hamilton College.

President J. C. Warner, Carnegie Institute of Technology.

President Roscoe L. West, State Teachers College, Trenton, N. J.

Last year the Secretary reported on a projected plan for cooperation with the Pennsylvania Department of Public Instruction for evaluating institutional qualifications for conducting new graduate programs within the Commonwealth. It can now be reported that several evaluations have been completed under the agreement of this cooperative relationship.

The Commission has also concluded an agreement with the University of Puerto Rico to provide evaluative services in order to carry out accrediting procedures established in Puerto Rico under insular legislation. This agreement will send Commission representatives to the Island for cooperative evaluations in those areas for which the University has a legal responsibility.

#### REPORT OF THE CHAIRMAN OF THE COMMISSION

EWALD B. NYQUIST, Assoc. Commissioner  
New York Department of Education

This has been an active year for your Commission. The report of the Secretary should have made that self-evident. If your Commission has not stumbled on the way, it is only because there has been no time for the kind of excessive contemplation which results in systematic error.

But there is more to say. These are busy times everywhere. Your Chairman these days feels much like the administrator described by Robert Hutchins who felt himself responsible to four constituencies and had just enough time to spend with each one of them to irritate the other three. I wonder if you have noticed, too, the accelerated pace not only of scientific discovery, but of the way in which we live our academic lives.

The mounting number of factors with which a chief executive officer of an institution must cope in administering to the affairs under his cognizance seems to me to be on the measurable increase. This phenomenon probably accounts for the new trend I have noticed in the establishment of living quarters for college Presidents. More and more they are preferring to live off campus in order to seek some short nightly reprieve from the demands made by the source of their sorrows. I predict that intimate geographical propinquity between the residence of the President and the location of his college will soon cease to be a condition of employment imposed by boards of governance.

The frustration in all this increased activity is that improvement

in educational affairs continues exasperatingly to conform to an operative principle enunciated long ago by my predecessor, Mr. Smiley. He called it the "inevitability of gradualness."

At least this is true for two things upon which I shall make report. Since the last annual meeting, the accomplishments of some agencies and the activities and interest engendered by them remind me unhappily of girls' basketball: There has been a good deal of undisciplined jumping up and down, an unmerciful amount of squealing, but not much in the scoring department.

Let us take first of all our concern with the National Commission on Accrediting and the National Council on Accreditation for Teacher Education, hereinafter referred to as NCATE. May I remind you of last year's attitude of the higher institutions in this Association which was reduced to the following unanimously adopted resolution. It has guided your Commission during the year:

"Resolved: That the representatives of the colleges and universities here assembled in annual convention, through its Commission on Institutions of Higher Education, urge the member higher institutions of the Middle States Association of Colleges and Secondary Schools to delay any anticipated favorable response to recent communications from the National Council for Accreditation of Teacher Education soliciting bids for membership until the Commission on Institutions of Higher Education has had full opportunity: (a) to re-examine the bases of its cooperative agreement with that organization; (b) to confer with authorized representatives of the National Commission on Accrediting; and (c) to make additional information available to the higher institutions of the Association on the basis of further conference with members of the National Council for accreditation of Teacher Education."

This resolution was distributed to the membership on November 30 last, to the National Commission on Accrediting, the other regional accrediting agencies, and NCATE. It was the first of several such communications sent to the National Commission by regional accrediting agencies and the Association of American Colleges.

Shortly thereafter the following took place:

Last December, a meeting sponsored by the National Commission was held to which was invited representatives of NCATE and the Association of American Colleges. It was an exploratory conference.

Last December also the officers of your Commission met with representatives of NCATE to exchange facts and opinions, and to present a summary of criticisms of NCATE and suggestions for improvement, many or most of which had been received from the field.

Last March the National Commission held its annual meeting. The conclusion then was that it was desirable to have an accrediting agency for teacher education, but that there was serious question of the structure of NCATE.

Last June a special committee of the National Commission met with representatives from NCATE, AAC, and the regional accrediting agencies. This meeting was inconclusive in outcome and increased the unresolved issues to three, including, besides the structure of NCATE, its financing and policies and procedures of accrediting.

In October of this year the Executive Committee of the National Commission met again with the representatives of NCATE. Out of this meeting resulted the following agreement, which I think has been circulated for approval to constituent organizations and members of NCATE, AAC, and the National Commission.

NCATE is to:

- a. Invite AAC to join NCATE as a constituent organization and to provide two members of the Council.
- b. Reduce membership in NCATE of constituent organizations representing legal agencies.
- c. Broaden the financial support of NCATE.
- d. Provide a majority of college or university people on NCATE's standards and accrediting committees.
- e. Review with the National Commission the structure, operations and financing of NCATE in 1960.

This agreement now being circulated, it is projected, should take effect by next March or thereabouts when the National Commission has its annual meeting and these other organizations have met. It represents a compromise. Both, or however many sides there are, have given ground. There has obviously been on the part of some of the principals involved a lessening in the strength with which earlier convictions were held. It seems to me, too, that it has taken unconscionably long to come to terms.

In view of several considerations, not the least important of which are three—that the NCATE, National Commission and AAC are national organizations; that many, if not most, of Middle States higher institutions belong to one or more of them and presumably have been kept informed; and, finally, that your Commission has been represented in or has closely followed the aforementioned deliberations—your Commission has not taken special measures either to come to independent conclusions or to send you extraordinary communications.

Now, where does this leave us? I would like to suggest the following resolution for your consideration at this time. Keep in mind that we have held in abeyance any cooperative evaluation agreement with NCATE during this past year in visiting jointly any complex institutions which have a primary function in teacher education. Furthermore, none is projected for the evaluations to be conducted this fall or next spring.

**"Resolved:** That the member higher institutions of the Middle States Association of Colleges and Secondary Schools continue their self-imposed period of permissive delay in seeking accreditation by NCATE and that the Commission on Institutions of Higher Education continue its moratorium on initiating and concluding any cooperative agreement with NCATE concerning joint evaluation of higher institutions until current negotiations between NCATE, the National Commission on Accrediting, and AAC have been amicably concluded and Middle States institutions so advised."

**Mr. President—**

**PRESIDENT MILLER:** Dr. Nyquist, I would suggest that you read that resolution again, please, so that there can be no question as to the proposition on which you are asking for a vote.

**DR. NYQUIST:** I think, in effect, what it does is continue what we did last year, but it sharpens it up somewhat more in view of the things that have occurred this past year.

(Dr. Nyquist reread the previous resolution.)

**PRESIDENT MILLER:** I assume you present that in the form of a motion. Is there a second to the motion?

(The motion was duly seconded.)

**PRESIDENT MILLER:** Is there discussion? Are there questions for Dr. Nyquist?

**FATHER RYAN** (Seton Hill College): Simply so that we may have some moments of reflection on this motion, I should like to suggest that it brings two questions to mind. When a resolution speaks of permissive delay, we might wonder what we are permitting by the delay. So far it seems to me we have done very little but to permit time to pass.

The NCATE, according to the proposed agreement, has invited the AAC to name two members to the Commission. It has reduced the number of representatives of legal agencies. On the other hand, it has done nothing, or at least nothing that it has done has been reported, to change in some constructive way its methods of procedures, its establishment of standards, and its proposed way of accrediting total institutions.

The second question, therefore, follows from the first. For what current negotiations are we waiting? It would seem from the terms of the report issued recently by the NCATE that the negotiations are all finished and that all we are waiting for now is a final confirmation of this agreement by the National Commission on Accreditation.

It is these two questions which I think we should take into consideration before acting on Dr. Nyquist's motion.

**DR. NYQUIST:** No action, according to the constitution of the Middle States Association, by this Association can be obligatory on member institutions. That is why I said it is a permissive self-delay. We are just resolving here. Any particular institution can do what it pleases, but we would hope that if this were passed they would go along with it. That's the first question.

The second question: Yes, there is an agreement. It is being circulated. However, we cannot conclude from that that it won't be changed. We don't know. It must be sent to several constituent organizations of NCATE. The National Commission has to act on it. The Association of American Colleges has to act on it.

I can't say more than that. I feel myself that what we have done is to introduce our suggestions, and we have conferred with everyone. There is little else which this Association as an Association can do.

What we can deliberate about, no matter what happens in this present instance, and supposing that NCATE is set up this way, is to take under consideration any projected cooperative agreement and evaluation. That is our own business.

**FATHER RYAN:** Mr. President, may I make one more comment after thanking Dr. Nyquist for his clarifying remarks, which were helpful. There seems to me to be one more thing which our Commission might do, and that is to have its own definite and positive policy on teacher accreditation.

I don't think that our Commission lacks a policy on it, but I think that that policy might be spelled out more clearly so that for purposes of negotiations it could be brought to the attention of the AAC, the NCA and the NCATE.

**DR. NYQUIST:** You will find no resistance in this or any other quarter in your Commission on that suggestion.

**MEMBER:** Mr. Chairman, does our Commission have any position in connection with this proposed agreement that may be acted on? Are we for or against?

**DR. NYQUIST:** We have not been able to meet on it. Because of the timing of events here, our Commission meets tomorrow. I have often thought that we ought to meet before, but that's the way it is,

so that we have had no chance to confer in formal session whatsoever.

**PRESIDENT MILLER:** I understand from that that this matter will be discussed by the Commission tomorrow.

**DR. NYQUIST:** I am quite certain.

**PRESIDENT MILLER:** Are you ready for the question?

**FATHER ROONEY:** I would like to ask Dr. Nyquist from what he knows about the proposed agreement between these associations: are the associations—namely, NCA, NCATE and AAC—inviting criticism or comment on the proposed agreement; if they are not, can they be persuaded to; and if they do invite comment, how far will we get with our comment?

**DR. NYQUIST:** I am not sure how their communications are written, but it's something like this: Whether you're invited or not, you're going to get it. That is why I say that while this is a concluded agreement—concluded meaning in formal session with all hands represented—it is by no means certain that this will be the thing which is finally passed. Each association has to give consideration to it.

I am sure that it is open to suggestion and comment and criticism. I think that is unavoidable, if you want to put it that way.

**DR. DISTLER (Association of American Colleges):** I think there is one thing that ought to be clarified for the membership of the Association of American Colleges. The position of the Association of American Colleges recommended by its Commission on Teacher Education is still the official policy of the Association of American Colleges and that is set forth clearly, that institutional representation was the desirable goal for accrediting agencies.

A second factor: We have not in the Association of American Colleges yet received any invitation from NCATE to do anything, except an informal invitation from their Executive Secretary to me to suggest the names of certain persons who could assist them on a purely voluntary basis in terms of setting up standards and doing editorial work, and so on.

A third factor: I understand informally that the invitation which will come to the Association of American Colleges will be an invitation to join as a constituent member of the NCATE, passed by the Executive Committee of the NCATE but not having the full endorsement of the entire body of the NCATE that would have to act; so that, in effect, the instrument which may come to the NCATE (and I presume will come) will come from an executive committee and there is little likelihood, because of the time of the full meeting of the NCATE, that the entire NCATE official body will have a chance to act upon it.

In answer to Father Rooney's specific question, if, as and when this communication comes to the Association of American Colleges, it will be transmitted immediately to its Commission on Teacher Education for its consideration and such recommendation as it desires to make before the entire Association.

The Board of Directors last year determined that all Commission meetings must be open meetings and any member of the Association of American Colleges (the time and place of the meetings will be published in the program which will come to the members within the next two weeks) are not only free and welcome to communicate with the Commission, but are urged, if they want to, to be present at the Commission meetings themselves, to appear in person.

What the ultimate action of the Association of American Colleges will be I am not in a position to say, because I actually do not know, but I thought it should be made clear that the present position of the Association of American Colleges is as stated in the March, 1955 Bulletin, which was adopted by the Association at the January, 1955 meeting.

I hope this will bring you all up to date and will convince you that the Association of American Colleges is not only willing to receive, but indeed anxious to receive either written communications or personal presentations at the time of its Commission meeting, which will be on Tuesday, January 10, 1956 at the Jefferson Hotel in St. Louis.

**PRESIDENT MILLER:** Thank you, Dr. Distler.

The National Commission on Accrediting has also been mentioned in this discussion, and Mr. Selden, who is the Secretary of that Commission, has the privilege of the floor.

**MR. SELDEN:** Thank you, Dr. Miller. I came as a visitor, but in view of the discussion of this rather important item of business I thought it advisable for me to speak for a moment.

There are those of you who may know that I started this position in the latter part of August, and I dare say I have never stepped into a hotter issue. Father Rooney has asked me if it is possible for opinions to be expressed. It undoubtedly is. Dr. Nyquist has also made the comment that the National Commission on Accrediting took an exceedingly long time, and with that statement I will definitely concur.

In order to bring a resolution to a point of issue, certain conclusions and, as it was termed, proposed agreements had to result. If all of the issues were thrown open for complete free discussion the entire time, we would then never get to a point of resolution of issues.

I would like, therefore, merely to add this point. There are people—very understandably for the points of view that are expressed pro and con with regard to the proposed agreement.

The National Commission on Accrediting is, literally, your organization. Your representatives, in talking with the representatives of the National Council for Accreditation in Teacher Education, endeavored to arrive at what was considered to be the most constructive step that could be made in view of a seeming impasse that was resulting between two forces plus other ancillary forces.

In order to have a continuing possibility of further refining, it was put in that by 1960, the structure and other factors of NCATE would be reviewed by them and NCA. I am not here to propose anything more than that which has been said to you. I am here to help in any way possible; and if it should seem appropriate for me to give any information to the meeting of your Higher Commission tomorrow, I will be delighted to do so.

**PRESIDENT MILLER:** Thank you very much, Mr. Selden.

Father Ryan, I believe that your gambit, if that is the correct word, in order to provide opportunity for this motion to be considered has now been accomplished and we have a program which requires some movement, so I am going to call for the question.

(The motion was duly put and carried.)

**DR. NYQUIST:** Thank you, Mr. President. I shall continue to stir up the hornet's nest here in the rest of my report.

The second matter upon which I would like to report concerns the American Association of University Women. Two years ago the AAUW proposed that your Commission enter into a cooperative agreement on joint evaluation of higher institutions enrolling women, much as we have done with other agencies of specialized interests. The Commission concluded that it could not enter into such an agreement with AAUW and advised it as follows:

a. The Commission's concern with the total educational program of an institution rules out favored treatment of a particularized interest like that embodied in the structure and policies of the AAUW.

b. The Commission's criteria for Middle States membership relating to general education, academic freedom, the welfare and equitable treatment of women conserve AAUW's interest in these same matters.

The Commission counter proposed instead that AAUW accept the membership list of the Middle States Association as automatically qualifying women graduates of accredited institutions for AAUW membership.

In the meantime, I believe your Commission has importuned member institutions to delay seeking recognition by AAUW until our counterproposal has been given consideration.

Your Commission, in the interim, accepted the suggestion of the Chairman that a special conference under joint auspices with AAUW be held on the subject of "Goals of Women in Higher Education." This conference was held last January. The conclusions of the meeting were not startling, but were largely (in my view, anyway) of the common sense variety and in the direction of trends already assumed or not to be denied. The conference, as was intended, served to notify AAUW that meaningful higher education for women is not its exclusive concern, and that our Commission has made a special effort to communicate our overlapping interest and our willingness to learn more.

In the past two years, too, in order to demonstrate experimentally the validity of our contentions we have, with the permission of the institutions involved, formally included AAUW representatives on about three or four evaluation teams. It is always the policy of the Commission in composing evaluation committees for institutions which have aims dedicated, at least in part, to higher education for women to include members on visitation teams who are able to address themselves to the special concerns of women in higher education.

This past summer AAUW held its regular biennial meeting. Unhappily, I must report to you some new developments.

1. AAUW was instructed to continue to seek closer working relations with each of the regional accrediting associations to the end that the safeguarding of the present standards for its membership approval be achieved ultimately through cooperation with and dependence upon the resources of these regional accrediting associations.

I still am not sure, even from further correspondence, whether an agreement along the lines of this instruction and our counterproposal about automatic membership in AAUW derived from Middle States accreditation can be worked out sooner with Middle States than with other regional agencies. At any rate, another biennial meeting of AAUW would seem to me to be indicated before this possibility could be achieved.

2. In the past AAUW has required that the curriculums it approves have at least 25% of the total content in the liberal arts. The recent biennial conference resolved that henceforth exactly one-half of the content of curriculums it approves must be in liberal education.

3. AAUW is establishing nine regional subcommittees which will proceed to examine new applications of colleges and universities

for membership and the liberal content of all curriculums presently approved in AAUW member institutions.

I must confess to a pronounced feeling of frustration at this point and a sense of outrage that in these days an educated group should proceed so unrealistically and quantitatively. At any rate, I am compelled, on behalf of the Commission, to announce that all institutions (and there have been several) which in the last two years have imposed on themselves an obligation to delay seeking AAUW approval consonant with the counterproposal of the Commission should no longer feel bound by the suggestion submitted earlier that they wait to apply until our counterproposal was achieved.

You are released from further obligation. The Commission appreciates your cooperation very much. I am sorry that our continuing affectionate overtures to AAUW over a two-year period did not result in some outcome more in keeping with what might have been anticipated from our first proposal.

But enough of this litany of woes. The Commission has been engaged in some mighty important works this past year. I shall assume responsibility, however, for reporting them to you at the session for higher institutions to begin immediately after the business meeting, because they bear upon the process of self-evaluation, about whose merits the Commission has some fine frenzies and a pure passion for persuading others of them.

Now, let me close by thanking each and every one of you for your support and friendly cooperation during this past year, and for providing the pleasant circumstances which have made it possible to do our best. The Vice-Chairman and Secretary, Mr. Gladfelter, and the Executive Assistant, Mr. Jones, deserve special tribute from you. For their personal encouragement and loyalty, their incomparable devotion to the mission of this body, and their dedicated diligence in its behalf, I express my own heartfelt thanks.

#### REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

R. D. MATTHEWS, University of Pennsylvania, *Chairman*

Your Commission on Secondary Schools has been appreciative of the opportunity afforded to get reactions from the field at the meetings which have followed this business meeting during the past four years. It was felt, however, that those who were not able to attend the annual meeting should be heard from and so a short questionnaire was authorized to be sent to heads of member schools during the school year 1954-55.

The response was good, 89%, but those who send out questionnaires always hope for a complete return. Ninety-six percent of those who replied indicated that they had had no difficulty getting approval of expenditures connected with evaluations. We do not expect to exploit this point, but it did help us to see that the cost of evaluations was not causing much trouble to schools.

Ninety-four percent approved of periodic evaluations, including a self-evaluation followed by a visit of a committee. This seemed ample support for continuance of our present procedures. Seventy-six percent did not think that a self-evaluation alone after one complete evaluation would be satisfactory, although 18% thought it would be satisfactory. Suggestions growing out of this question were such that the Commission is scheduling an evening meeting next year to discuss them.

Sixty-six percent thought that the materials used in the self-evaluation, the Evaluative Criteria, should not be markedly reduced in scope, but 30% indicated that they would approve of such reduction. Ninety-one percent would not want the Evaluative Criteria markedly expanded in scope, but 5% would approve of such expansion.

When the responses were separated on the basis of type of control—public, independent and religious—there were some differences in proportions of those favoring and rejecting, but in no case was the conclusion reversed. Independent and religious schools were somewhat more in favor of reducing the scope of the evaluation materials, but the majority still would not support a marked reduction.

Many took advantage of the request to add comments and sent in many interesting and useful suggestions for improving materials and procedures. I took these with me on vacation this past summer and spent many pleasant hours reading them and making notes for replies with the best intentions to send letters to all who made these comments.

Nearly 50 such letters have gone out, but 225 people made comments. I hope those who have not heard from me will be patient. Plans seem easier to make when one is on vacation than they are to carry out when you get back to your work. The responses to this questionnaire were very gratifying to us in the Commission office and you may be sure that they will be examined by the staff which will work on the revision of the Evaluative Criteria.

A couple of years ago the Commission approved cooperation with Carl A. Newman, a graduate student at the University of Pittsburgh, in some research he wished to do on what happened to recommendations made by visiting committees. He limited his study to recommendations regarding the educational program in 16 high schools in Allegheny County, Pennsylvania. He used the personal interview

method and secured information on what had happened or was happening in the case of each recommendation. The minimum time which had elapsed between the evaluation and interview was two years. He also got a judgment on the validity of each recommendation from the principal or other member of the local staff.

In all, there were 691 recommendations of which 10.4% were considered invalid because they conflicted with the school's philosophy or were too vague and general to be acted upon. Favorable action had been taken on 67.6% and action was postponed on 22%. In most cases, these postponements involved need for funds which had not been provided in the approved budget.

The best record was found in the pupil activity program where only 4.6% of 130 recommendations were considered invalid and action had been or was being taken on 80.8%. Many different approaches were used in carrying out the recommendations with group planning providing for 77, the principal 125, a teacher 112, and the balance cared for by counselors, librarians, and administrative personnel.

If these results are representative of what is happening in other schools which have been evaluated, it suggests an explanation of why our program has had such general support.

Dr. Kraybill will report on the formal actions of the Commission at its meeting earlier this month.

#### REPORT OF THE EXECUTIVE SECRETARY

**IRA R. KRAYBILL**

There are now 849 secondary schools who are members of the Association. The following schools have been admitted to membership by action of the Commission at its meeting early in November:

The Tatnall School, Wilmington, Del.

Archbishop Carroll High School, Washington, D. C.

Central Consolidated School, Bel Air, Md.

Douglass Junior-Senior High School, Upper Marlboro, Md.

Easton High School, Easton, Md.

Northern Garrett County Junior-Senior High School, Accident, Md.

Robert Moton Junior-Senior High School, Easton, Md.

Southern Garrett County Junior-Senior High School, Oakland, Md.

Towson Catholic High School, Towson, Md.

Kent Place School, Summit, N. J.  
 Wildwood Catholic High School, North Wildwood, N. J.  
 Armagh-Brown Joint High School, Reedsville, Pa.  
 Catasauqua High School, Catasauqua, Pa.  
 Conemaugh Township High School, Davidsville, Pa.  
 Delhaas High School, Bristol, Pa.  
 Manheim Central Junior-Senior High School, Manheim, Pa.  
 Susquehannock High School, Glen Rock, Pa.

NOVEMBER 1955

STATE	New Schools Considered		New Schools Accredited		New Schools Not Accredited		Old Schools Evaluated		Old Schools Considered		Old Schools Accredited		Old Schools Dropped		Total Considered		Total Accredited		Old Schools Not Considered		January 1956
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Delaware .....	1	1	—	—	5	5	10	—	—	11	11	11	18	29	—	—	—	—	—	—	—
District of Columbia .....	1	1	—	—	4	1	5	—	—	6	6	24	30	—	—	—	—	—	—	—	—
Maryland .....	7	7	—	—	3	20	23	—	—	30	30	58	88	—	—	—	—	—	—	—	—
New Jersey .....	4	3	1	20	46	65	1	70	68	133	201	—	—	—	—	—	—	—	—	—	—
New York .....	2	—	2	12	27	38	1	40	38	104	142	—	—	—	—	—	—	—	—	—	—
Panama .....	—	—	—	2	—	2	—	—	2	2	2	—	2	—	—	—	—	—	—	—	—
Pennsylvania .....	10	7	3	25	85	104	6	120	111	244	355	—	—	—	—	—	—	—	—	—	—
Europe .....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	—	—
Totals .....	25	19	6	71	184	247	8	279	266	582	848	—	—	—	—	—	—	—	—	—	—

## REPORT OF THE NOMINATING COMMITTEE

WILMOT R. JONES, *Chairman*

I have the honor to report here this morning in a dual role, which I will attempt to explain to you. First, as a member of the Executive Committee of your Association I should like to present the names of four people (two of these names appear on the actual sheets which you have) who were this morning elected to honorary membership by the Executive Committee.

As our President would explain to you if he were giving this report, the Executive Committee of your Association has for years abdicated in this regard and has decided not to follow its prerogatives

as set forth in the constitution, and has asked the Nominating Committee to submit names for honorary membership.

However, this time, on the basis of a long overdue reform we took action this morning in the Executive Committee and at that time elected to honorary membership in the Middle States Association of Colleges and Secondary Schools these two people: Margaret T. Corwin, formerly Dean of Douglas College (formerly New Jersey College for Women) at New Brunswick, N. J.; and Karl G. Miller, Dean of the College for Women of the University of Pennsylvania, Philadelphia, Pa.

And for honorary membership in the Commission on Institutions of Higher Education the Executive Committee elected George A. Brakeley, Vice-President Emeritus of Princeton University, Princeton, N. J.; and Margaret T. Corwin, formerly Dean of Douglass College, New Brunswick, N. J.

I was instructed to report these as actions of the Executive Committee of your Association, and I join with you in congratulating these three people on their election.

The report of the Nominating Committee which you hold in your hand, part of it already having been acted upon, is as follows. The Nominating Committee consisted of Miss Geen of Goucher; Mr. Meder of Rutgers; Mother O'Byrne of Manhattanville and Mr. Severinghaus of the Haverford School in Haverford, Pa.; and your Chairman.

Mr. President, I will present the names of the slate:

For President, Wendell E. Dunn, Principal, Forest Park High School, Baltimore, Md.; for Vice-President, E. Kenneth Smiley, Vice-President, Lehigh University, Bethlehem, Pa.; for Secretary, Gene D. Gisburne, Vice-President, University of Pennsylvania, Philadelphia, Pa.; for Treasurer, Henry Scattergood, Principal, Germantown Friends School, Philadelphia, Pa.; as members of the Executive Committee, Hurst R. Anderson, President, American University, Washington, D. C.; Lowell S. Ensor, President, Western Maryland College, Westminster, Maryland; Rev. Philip Hoover, O.S.B., Headmaster, St. Benedict's Prep School, Newark, N. J.; Ward I. Miller, Superintendent of Schools, Wilmington, Del.; Elizabeth Parmelee, Headmistress, Calhoun School, New York, N. Y.; Blake Tewksbury, President, Keystone Junior College, La Plume, Pa.

For the Commission on Institutions of Higher Education, Terms to expire in 1957: Boyd C. Patterson, President, Washington and Jefferson College, Washington, Pa.; Willis E. Pratt, President, State Teachers College, Indiana, Pa.; Terms to expire in 1958: Edward

K. Cratsley, Vice-President, Swarthmore College, Swarthmore, Pa.; Millard E. Gladfelter, Provost, Temple University, Philadelphia, Pa.; Daniel Z. Gibson, President, Washington College, Chestertown, Md.; Richard H. Logsdon, Director, Universities Libraries, Columbia University, New York, N. Y.; Albert E. Meder, Jr., Dean of Administration, Rutgers University, New Brunswick, N. J.

For the Commission on Secondary Schools, Term to expire in 1956: Rev. Pascal F. Foley, O.F.M., Rector, St. Joseph's Seraphic Seminary, Callicoon, N. Y.; Terms to expire in 1958: Charles E. Bish, Principal, William McKinley Senior High School, Washington, D. C.; Ablett H. Flury, Assistant Commissioner of Schools, Trenton, N. J.; Rhoda E. Harris, Headmistress, Albany Academy for Girls, Albany, N. Y.

That constitutes the report of your committee, Mr. Chairman. These people have consented to serve and this reading of the notice places these names in nomination.

There being no further nominations from the floor, the Secretary was instructed to cast a ballot for the nominees.

## USING SELF-EVALUATION AS AN INSTRUMENT FOR INSTITUTIONAL IMPROVEMENT

### *The Values and Meaning of Self-Evaluation*

EWALD B. NYQUIST

Ladies and gentlemen, as you will see in your program, the overall topic for our consideration at this session is "Using Self-Evaluation as an Instrument for Institutional Improvement." My part is to give you an overview of the Commission's policies and practices with respect to self-evaluation, comment on the values and meaning of self-evaluation and also a report on the self-evaluation process which the Commission itself is undergoing. We believe that improvement should start at home and that we should as a Commission practice what we provoke others to do.

Last year at this time I mentioned self-evaluation, saying that the most competent institutions are those which exhibit the most consistent self-control and demonstrate the deepest insight into the aim and achievement of their own existence; and, conversely, the least mature and competent institutions are those which are not able to perform without extensive assistance a satisfactory self-evaluation of their own purposes and objectives, have less sharply defined goals, or fall too short of attaining their aims.

Each person has a right to waste his own time, and I spend a little of what I skeptically refer to now as my free hours in collecting things which ridicule higher education in some subtle and attractive way, thereby throwing it into better perspective and into bolder relief, the imperfection with which we labor. It was with considerable pleasure that I read an article in "The American Scholar" by Martin ten Hoor, the Dean of the University of Alabama, which begins with these tongue-in-cheek paragraphs of well-turned phrases, and which I quote not only to lighten our hour together but to secure the base for my text and sermon.

"There is the recent popularity of educational surveys. Most states and many institutions have experienced several. I have lived through eleven without noticeable improvement in myself or my neighbors. Note the procedure and the technique, for there you will find the moral. The surveyors are always from another state or another institution. This is in accordance with the well-known principle that an expert is an ordinary person who is away from home. These outsiders are brought in because of their objectivity, objectivity being the capacity for discovering faults abroad which you cannot recognize at home. To be a good educational surveyor . . . you must have a sharp

eye for foreign motes, but a dull one for domestic beams. You must be a contented extrovert, so that after diagnosing the faults of others you can continue to live in perfect comfort with your own.

"It does seem to me that these days there are too many leaders and too few followers; too many preachers and too few sinners—self-conscious sinners, that is. If this were an illustrated article I would insert at this point a wonderful cartoon I saw not long ago. A little boy was asking an obviously astounded and embarrassed father, 'But if we're here to help others, what are the others here for?' Nobody has time these days to improve himself, so busy is he with attempts to improve his neighbor. There is something wrong with that equation. It seems to me that it is time to try to balance it. I suggest that this can be done by shifting some weight from one side to the other, by shifting the emphasis from social improvement to self-improvement. I suggest that over the door of every academic cubicle there should hang the sign which Thoreau had over the door of his hut: 'My destiny mended here, not yours.'"

Later on Mr. ten Hoor closes with this comment: "This absorbing concern for the improvement of one's neighbors is undoubtedly a product of civilization. It is doubtful if primitive man worried much about it. The cannibal, in fact, represents the other extreme. He uses his neighbor solely for his own improvement."

Herein lies the basic premise upon which our Association is founded and to whose achievement your Commission is dedicated. The Middle States Association process of evaluation, as you know, consists of four steps:

- (a) A self-evaluation, conducted by a college or university along lines suggested by the Association;
- (b) An evaluation by a group of experts drawn from member institutions, the peers of the college undergoing the evaluation, resulting in an evaluation report;
- (c) An analysis by our Commission, consisting of fifteen active members elected by the Association, of the results of the self-evaluation and the evaluation report, the outcome of which is a communication to the institution concerned, informing it of its accredited status and usually making broad suggestions for improvement;
- (d) An ensuing period in which the institution seeks remedy of any weaknesses reported to it by the Commission.

We conceive of this whole process of accrediting as in the interests of improving higher education at large, and more specifically of helping an institution to be better than it was. The most lasting effect of the entire evaluative process comes from the self-scrutiny to which an institution subjects itself.

An evaluator on a visiting team of experts undoubtedly benefits by receiving an additional opportunity to broaden his own experience and perspective. But you can be sure he is there to help the institution which is his gracious host in achieving its, not his, own destiny, or to assist in mending it. Hence the appropriateness of Thoreau's words for each institution. The Commission is acutely aware every time it conducts an evaluation that each institution is, in effect, saying to the Commission and the evaluators: "My destiny is mended here, not yours."

I venture to say that if all institutions took this matter of continuous self-improvement seriously and acted with integrity and insight, there would be no further need of survey teams or accrediting societies.

The self-evaluation process is the most important part of the entire continuous range of activities which an institution now experiences in seeking accreditation or its reaffirmation. But surely no evaluation is predicated primarily upon the questioning of an institution's worthiness for continued accreditation, in the case of member institutions. There are other and more important reasons why any institution should undertake the process, particularly the part in which the institution scrutinizes closely its own operations and reasons for being.

For one thing, self-evaluation gives the personnel of an institution an opportunity and stimulus it seldom otherwise receives to reassess its work as a whole as an organic educational entity; to consider, and sometimes redirect, the balance of forces within itself; to weigh the relative values of its many diverse programs.

A higher institution is incurably democratic. Its continued health depends upon the vigorous participation of a well-informed staff in the process of reviewing and re-examining aims, programs, organization, the use of resources, and the extent to which it can measure the outcomes of the goals set.

There is resistance and antipathy to self-evaluation. It means work. It connotes candor in appraising what one does and what one's colleagues do. It unsettles the familiar. There are some in our halls of learning who resist, with the noble intransigence of mules, any challenge to the status quo. Self-evaluation puts some portion of an apparently stable world in peril and no one can wholly predict what will emerge in its place.

Humility and perspective come from self-evaluation honestly conceived and well-performed. I have noticed that institutions, in submitting the results of their researches in the form of our self-evaluation questionnaires, are very much like people. Superior people usually

underestimate themselves, and, conversely, inadequate persons usually inflate their real merit and worth. Truly outstanding and competent institutions are humble about their purposes, the resources which support them and the extent of the results they have achieved. Poor institutions frequently believe that the worthiness itself of their aims is adequate grounds for accreditation.

Someone has said that institutions are incapable of self-criticism. This is not true. It is patent, however, that some institutions need help in understanding the process and the values inherent in it.

There is one other value in self-evaluation. I wonder how many of you know the thoroughly delightful word "serendipity." It was invented by Walpole and means the happy faculty of discovering things by chance or sagacity which were not sought for. There is no surer predictable thing than that any institution, no matter what the competence of its personnel, when evaluating its own operations will discover new truths about itself and meanings which before were not apparent.

Recently I read the excellent annual report of a chief executive officer of one Middle States institution for the year 1954-55. This institution has been conducting a self-study which is still continuing. The president concludes with these words:

"The year, in a sense, has been one of intellectual introspection. Discussion has been spirited, uninhibited, and unfettered. Thought as a preliminary requisite to talk has been, I am sure, self-searching and soul-searching as befits a serious, provocative and tremendously vital study of this kind.

"I am confident that the Self-Study Committee's report will be an important milestone in the educational progress of this institution."

I cannot describe better what self-evaluation is, its process and its values.

Let me define Middle States accreditation, then, in terms of the products of a self-evaluation. Accreditation is regarded by your Commission as simply an outward manifestation of an institution's inner spiritual grace, of its sure and clear grasp of mission and ultimate ends, of its integrity and quality of accomplishment measured against its expectations.

And now let me come to the overriding importance of self-evaluation at this juncture in American higher education. One would have to be insensible not to realize the broad impact of some major factors operative today in our society which have real meaning for higher education. Each institution in its own way needs to consider them with reference to its purposes and objectives, programs and resources, and its responsible role in the years ahead.

Foremost we have the challenge of a growing population. Unless there is a diminution in the traditional value American people place on higher education, we shall witness in the decade and a half ahead a startling increase in our college population. There is no point in arguing about quality versus quantity in higher education in view of the enrollment we are sure to experience. The two are not antithetical.

There are two certain underlying principles operative in American higher education. Ortego enunciated one when he said that education depends far more on the atmosphere of national culture in which it is immersed than it does on the pedagogical atmosphere created artificially within it. In other words, the people themselves will decide what numbers shall go to college, not the educators; and the people, have no fear, will support what they want. As someone has pointed out, as long ago as the land-grant act it was determined here in America who should go to college.

The other principle operative is partly derived from the first. American higher education at large is dedicated to the qualitative refinement of the mental ability which is entrusted to its care and the extension of educational opportunity to those who want and can profit from it.

Where does your particular institution stand with regard to these matters? In a self-evaluation has your board of governance, your administrative staff and faculty in serious session devoted themselves to these matters in order to determine what contributions your institution will make in the time ahead?

And may I bring up something else which bothers me considerably. There is much talk of "public" versus "private" education. We all love to emphasize the diversity of American higher education and its essential unity despite that diversity. But has your institution, after considering what you can or cannot accommodate in increased student enrollment in the future, also articulated your own faith in the indivisibility of American higher education?

Deriving from the foregoing considerations are others, but I shall simply enumerate them and no more. They are the problems of space and facilities, not only in increased amount and kind, but also in the most efficient use of the present resources. There is the problem of adequate and qualified faculties, and the optimal use of the staff one has.

We have with us in ever increasing measure the problem of increasing scope and differentiation of curricula, the fragmentation of programs. Finally, there is the increasing emphasis on general education. Besides all of these there are, of course, broad societal trends which impinge upon us. There is the challenge of accelerated pace of progress, of world community, of maintaining human liberty, to

mention some prominent ones enunciated recently by a distinguished speaker.

Have your faculties considered them in a self-evaluation? Each institution has an obligation here and now to clarify for itself its responsibilities for the future in the light of these clearly definable trends and problems affecting all of us.

Finally, I should like to describe briefly for you the outcomes to date of the self-evaluation process the Commission has imposed on itself.

1. First, let me mention the new documents of the Commission. They do not represent a new orientation exactly because I believe we have had it for some time, but rather a new formal documentation of the prevailing attitudes of the Commission and of the colleges and universities of which the Commission is a creature.

The first document, formerly called "Standards for Accreditation," is now entitled "Characteristics of Excellence in Higher Education." Some new editorial changes have been made, but not any substantive ones. One addition which is derived from another passage in the document should be mentioned. It is as follows: "The extent to which the Board of Governance is aware of and accepts its responsibilities and its effectiveness in performing its mission are of fundamental importance."

In its evaluations, Middle States has probably paid more attention to the nature, function, effectiveness and responsibility of boards of trustees than has any other agency. This dimension of higher education is usually the forgotten one.

The next two documents are the questionnaire, Parts A and B, which are now entitled "Questionnaire Guide for Institutional Self-Evaluation." A special committee composed of institutional representatives and Commission members spent two days last summer in producing them. If you will accept my vernacular characterization in the right spirit, I should like to describe these documents as the meanest things of their kind. Taken seriously, they will give an institution considerable aid in the process of soul-searching.

Another document which you will find highly useful is entitled "How to Conduct an Institutional Self-Evaluation." It is what we call in the trade a pip.

We have produced another one called "Middle States Membership and Accreditation," which briefly describes the meaning of accreditation, criteria defining eligibility for evaluation and, hence, membership; the steps in the process of evaluation and accreditation, and some of the policies of the Commission in taking final actions.

We have produced, too, another called "A Questionnaire for Self-Evaluation in Intercollegiate Athletics." There are other things coming. Eventually we hope to produce a printed loose-leaf manual containing all of them.

2. Before the Commission tomorrow will be a proposal for a different working organization of the Commission, the creation of two new standing committees, and provision for more formalized relationships between the Commission and institutional representatives who do so much of the work of the Commission. If voted, this proposal will be announced to you. The size of the Commission is not to be increased.

3. You will recall that one phase of this review process involved the distribution of preferential ballots among the chief executive officers of our member colleges asking their advice as to the various aspects of our evaluation program. The tabulated replies suggest clearly that the membership has no serious criticism of the way the Commission has been operating.

Votes for reconsidering the idea of re-evaluating member institutions and the ten-year re-evaluation cycle were fewest of all. The areas which received the heaviest indication of concern were relations with specialized accrediting agencies, research and continued development of self-evaluation techniques, and our Questionnaires.

May I thank you for all of your help and suggestions. They have been valuable to your Commission in guiding it. Probably next June your Commission will arrange for a conference to which it will invite several representatives from member institutions. We shall devote ourselves in a two-day session to a reconsideration of several of the aspects of the Commission's operations to which your attention has already been called, so that at the beginning of the next cycle of operations and evaluation we can proceed with confidence that the higher institutions in this territory have appropriately shared the responsibility for conducting their accrediting program.

May I conclude by saying that that society best preserves itself which not only provides for change and progress, but which also is unafraid to retain and bear witness to the concepts and practices it has found to be good.

#### *How to Plan and Conduct a Self-Evaluation*

F. TAYLOR JONES

First of all, what is a self-evaluation? In simplest terms, it is the self-appraisal which is going on in some part of a good institution all the time. It is the President trying to write an honest report for his

Board of Trustees. It is the Registrar studying the quality of the freshman class. It is the Curriculum Committee debating the effectiveness of the required courses.

But the thing we are interested in today is a great deal more than that. It is a total study of an institution by its whole staff. It is a systematically planned series of studies covering every main facet of the institution's life. But even that is not all. It examines each sector in relation to the others and to the organic whole. It concerns balance and perspective. It shows up waste motion between the parts. It emphasizes results.

Even that is not all a properly conducted self-evaluation does for an institution. You could conceivably hire an organization to do that much or you could appoint a small committee to do it. But when you turn your whole faculty and staff loose on it, and get them really interested, you provide a type and level of staff education which can have tremendous effect on the vitality and progress of the whole organization.

The Middle States Association, of course, has no monopoly on self-evaluation techniques. Many an institution has worked out its own, stimulated perhaps by foundation grants or centennials or fund-raising campaigns. Our concern is to encourage the idea rather than to promote any particular approach. But it does happen that the Commission on Higher Education has perhaps more experience with voluntary projects of this sort than anyone else, and has developed what are probably the most useful and stimulating materials and aids available anywhere for them. We want you to know about them and, if you have not yet had the experience, to know about the possibilities a self-evaluation enterprise has for the good of your institution.

Let's return to the attempt to define a self-evaluation, for the technique is inherent in that. A self-evaluation, in the Middle States sense, is (a) a thorough analysis of every part of an institution's life (b) by its own staff (c) to determine whether it is using its resources most productively.

Now, of course, the first step in such an analysis has to be to determine your point of reference. You cannot know whether you are doing a thing well until you know just what it is you are trying to do. What is the task of a college or university?

It is not too difficult to define some of the fundamental things which are common to the task of all institutions of higher education. To make this self-evaluation process fruitful, though, you must go further. You must define the explicit and peculiar purposes of your own institution, the functions which give it a right to exist in competition with its neighbors, the things which differentiate it from every other school, even similar ones.

It can be done. You can make clear the obligations of a public institution as contrasted with a private one; of a church college as compared with a secular one; of the college of a particular church; of a co-educational or a men's or a women's college; of an institution in a particular locality with a particular tradition; of one special institution, your own, out of the hundreds in America.

So the first step in self-evaluation is to answer clearly and explicitly the question: "What are we trying to do?" Then the only other questions which are important are: "How well are we doing it?" and "How can we do it better?"

This is an over-simplification, naturally, but it is the heart of it. To put it still another way, the three stages of a self-evaluation are these:

First, creating an ideal picture of your institution;

Second, projecting against it an honest, objective view of the institution as it is; and,

Third, constructing a plan to make the two more nearly coincide.

Now, remember that we are talking about self-evaluation and not about accreditation. This may or may not be part of the process leading to accreditation or the reaffirmation of accreditation. An institution may do it completely on its own, and many have. When it is part of the accreditation process, this is where the chief value to you of the whole undertaking lies—in the process, not in the accolade at the end.

To make the process yield the greatest possible advantages to you, base your plan on three principles. The first of these is wide participation. Draw everybody in. It will pay you well to make the self-evaluation the institution's one major undertaking for an entire academic year, or even for three semesters. You will have to if you involve virtually the whole faculty, administration and trustees.

There are several reasons for organizing it on so wide a basis. One is that no small group can properly answer some of the questions which need to be raised. You cannot refer everything about the library to the Library Committee, for example. The fundamental question about a library is: How good is it for your particular needs? Can the librarian say? Can any one group? No. It takes a whole faculty and a student body, too, to appraise a library.

Or take some of the questions on finance. One of the essential ones is whether the funds you have are being used to the best overall advantage. Shall the President alone say? Shall businessmen on the Board? Shall the faculty alone? No. Let them all wrestle with it, come up with their various answers, and thresh them out until they

all see the dimensions of the problem. This is the rare kind of opportunity for staff education a project such as this gives you.

You need many people in the work because you want all the ideas, all the experience, all the enthusiasm you can obtain. What does it matter if some of the ideas are impractical, if some are incompatible with others? Encourage them all and create a forum for their full discussion. Make it inviting for your younger faculty members, especially, to contribute their fresh approaches.

Obviously, the concomitant of wide participation is constructive leadership so the project will not run wild. The second organizing principle to keep in mind, therefore, is sharp focus. Let me express it that way because the kind of leadership can make or break a self-evaluation. The leader's task is to keep the thing as a whole in focus; to keep interest centered on the right questions rather than on particular answers. His job is to keep the enterprise on the main track, to bypass the side lines the academic mind so loves.

The third operating principle is to follow through. If you put on a real self-evaluation, giving your staff the kind of stimulating experience we are talking about, and then let it peter out, don't expect much response to your next effort. Attack this two ways. For one thing, insist throughout on a union of idealism and practicality in the new patterns and proposals which emerge during the study. Do not stifle the idealism, but require the faculty in particular to face the problem of implementation. Then—this part of the task rests inescapably on Presidents, Provosts and Deans—press unremittingly for action, to translate hopes into realities.

You had better consider before you get too far involved in a project like this whether you are really prepared to accept what may emerge from it. It may shatter your complacency. When the ferment of new ideas is among them, faculties are apt to be less reverent than Presidents; they may even be irreverent of Presidents. They will have notions you do not like. They will become more aware of problems with which you are all too familiar. But they may also understand these problems better. They may begin to see that money is not the only solution, may even come up with some new approaches to solutions themselves.

When you ask about the mechanics of setting up a self-evaluation, one must say that a pattern has to be evolved locally. The Chairman has already referred to our new document 2.35 entitled "How to Conduct an Institutional Self-Evaluation," but I expect Mr. Meder and Mr. Johnson will describe quite different procedures from those there described when they tell how Rutgers and Hofstra went about it. Still, the leaflet may be of some use to you as a general guide.

The main points of the sequence are generally something like this:

1. Appoint a director and a steering committee. Use your best personnel here, especially as director. His task is to stimulate others, not to do the work himself; to keep people interested and to supply imagination. The director's job is a very demanding one, but it is also exceedingly rewarding.
2. Supply the steering committee with appropriate materials. The new Middle States questionnaire published just this fall is designed expressly for this purpose.
3. Let the steering committee set up a number of working teams, each one highly varied in the origin of its members and in their points of view, to make the initial studies. This is the stage at which to get general participation. Remember that one important aim is staff education. Bring the trustees into the discussion, too. They need to see and understand the whole picture, and there are parts of it which only they are really competent to deal with.
4. Have the working teams make written reports, on schedule, to larger and larger groups, for debate, amendment and forwarding, until eventually the entire faculty and the trustees have discussed and approved the report as a whole. Remember, again, that you are seeking understanding of the institution's entire program, not simply sections of it, by the whole staff, and commitment to the new plans which have emerged during the study.

Then, last, follow through as directly and forcefully as you can to give your new ideas practical effect.

#### *The Effects of Self-Evaluation in a Large University*

ALBERT E. MEDER, JR.

Mr. Chairman, after hearing Taylor Jones describe what a self-evaluation should be, I feel very humble. I don't think we did anything of that sort at all in our setup, but I take comfort from the fact that we aren't through.

We regarded the program of getting ready for the accreditation as being essentially a five-year operation. Our evaluation took place this fall, the third week in October. We started getting ready for it right after the Christmas vacation in 1953. We assume that we will get a report from the Commission probably about May 1, 1956 and then we expect to continue the evaluation during the academic year 1956-57. It is in that period that we hope some of the new ideas that Mr. Jones referred to, the better ways of doing things, will emerge.

So from the point of view that he has presented of getting a statement of objectives, of getting a picture of what you are doing, of criticizing it and finding better ways to do it, we consider that we are only partly through the job, having completed the answers to the questionnaire, having compiled the reports, having submitted these, as you will hear, to members of the University.

We think that the thing to do now is to wait for the report from the Commission and then go into a further period of self-evaluation. This probably is not necessary in a smaller institution, but in a large, complex and diverse institution like ours this seemed to us to be the way to do it.

The mere preparation of the reports, of course, was a somewhat formidable task. The 72 members of the team that came and spent three and a half days on our campus received approximately thirty pounds of material from us. I estimate that there were something like 1,400 pages in the complete report and there were 18 volumes. This means, obviously, that the preparation of such a report and the study of such an institution has to be organized somewhat differently from that of a small single-purpose institution.

The one suggestion I would make, which I think is applicable to both large and small institutions, is to allow yourself about twice as much time as you think you are going to need. There are bound to be delays and when you finally think you are done, you have to wrestle with the process of getting reproduction of the documents which is no small task, especially if it is a large institution.

Our organization for the evaluation was based somewhat on the organization of the University. We have what is known as a President's Cabinet, which consists of the major central administrative offices of the University. Then there is the Provost's Cabinet, which is essentially the educational organization of the University—the deans, the librarian, director of admissions, dean of administration, provost—those concerned with educational activity. And, finally, of course, the actual operations take place in the departments of the several schools and colleges.

We got Mr. Jones to visit us early in January, 1954, and asked him to have lunch with the President's Cabinet and tell the story to them, so that the central major administrative officers of the University would understand what was involved. In a sense, he told us substantially what he told you today, casting it differently, of course, because he was applying it to one institution and talking to a particular group.

Immediately after that luncheon, we put him through the same operation a second time, this time with the Provost's Cabinet, with

the deans and educational officers of the University. There he got down to specifics.

As soon as that was over, roughly around three o'clock in the afternoon, we convened a meeting of all the department heads of all the departments in all of the colleges, and once more he went through the story, so that each of the people involved got the story directly from a representative of the Commission.

You see, we were really pointing this for an evaluation by the Commission and not primarily as a self-evaluation on which we ourselves would act, although we certainly recognized the great values of the self-evaluation and, as I have said, intend to continue it after the Commission report comes in.

I had a rather amusing experience in connection with it. One of the officers of the College of Agriculture called me on the telephone shortly after the team had been on the campus and he said, "You know, when you told us that this really would be a valuable experience and that we would find the self-evaluation of great significance, over here we all thought that was strictly for the birds. But now that we've been through it, we found you were telling the truth. It was so."

So that whether we did it in the same way that Taylor had in mind, apparently we got some of the same objectives at least.

We got the questionnaires, made multiple copies of them, distributed them widely about the beginning of February of that year. We assigned definite responsibility for the answers to the overall questions to particular offices. The particular reports for the particular schools and colleges were in the hands of the deans of those colleges.

I will have to confess that they differed in the way in which they handled them. The smaller faculties, a faculty like that of the College of Pharmacy which has maybe fifteen members, did the thing in a committee of the whole; and I know that every answer to every question was read in full at the faculty meeting and discussed by the entire faculty of that division of the University.

On the other hand, the College of Engineering obviously couldn't do anything like that. They appointed committees for each area and each of those committees reported to the faculty. Other faculties organized it differently, but I am sure that with the possible exception of one small division every faculty was brought into it in the manner and to the extent that the dean of that college thought appropriate.

I think in a large institution you have to decentralize on the basis of the particular college. However, we found in connection with some of the overall aspects that it was very interesting to bring together people from different groups in the University to discuss the problem.

For example, the alumni group. There is a question in the old questionnaire which says: "Describe your alumni activities and relate them to your program of self-evaluation." They threw up their hands. They said, "We know what we're doing, but we've never thought of relating these to the educational program of the institution."

As a matter of fact, one division of the institution presented a report on the relation of its alumni activities to its educational program which I think would probably serve as a model for any institution, but by and large, as a whole, they asked me as the coordinator if I would have the whole alumni group from all the diverse activities of the University in my office to talk over what this whole thing meant.

After we did that, we got some very informative statements from the alumni officials which did indeed relate the alumni program to the educational activities of the University; and, as I have said, in one college we had what I considered to be an outstanding report.

To go on: We asked them to present their drafts not later than July first of 1954. Remember, this evaluation was to take place in October of 1955. They were read. I read them. I had another officer of the University associated with me read them very critically and make comments during the summer.

In the fall we met with the dean of each college. He was asked to bring with him anybody he saw fit who had participated with him in working out his questionnaire reply. Then we read aloud the answer to the complete report from his division.

Some of these reports ran to a couple hundred pages, as the members of the visiting team who are in the audience will recall with some horror, I fear. But they were all read aloud and criticized, comments made. This I considered to be one of the most constructive aspects of the whole program because we were able to relate college to college: to compare what one division had said with what another division had said and to enlarge the points of view of the writers so that when they took them back, as they did after that, to redraft them, the final draft was very much improved in practically every case.

This oral reading took place during the fall, October through about Christmas vacation of last year; they were revised during the spring and finally edited in the early summer and reproduced and distributed to the team, as I have said, in a box weighing about thirty pounds some two or three weeks before the evaluation.

The only serious difficulty we found was with one of the specialized agencies which insists on two questionnaires—first, a questionnaire which they evaluate to decide whether they will even let you submit the second questionnaire. They didn't allow anywhere near

enough time for the process to have any of the values Mr. Jones referred to. It was simply a matter of turning out a report as a tour de force by whatever methods were possible.

Most of the reports, it seemed to me, presented an astonishingly clear picture of what the institution was up to. There was one exception. Again, it was one of the specialized agencies, one that went into an elaborate mass of detail, so detailed that when you got all through you were bogged down in a mass of detail and you had no clear picture whatever of what that division of the institution was trying to do.

Those that answered the standard Middle States questionnaire, it seemed to me, gave an exceedingly clear picture of what their purposes were, how they were going about it, and then the crux of the whole matter, the thing that made more difficulty for everybody than anything else—the section of outcomes. Most people just didn't have the information and this was where things began to be done differently.

The Dean of Agriculture immediately got up a questionnaire which he sent out to his graduates and got some information. Other people were able to gather data here and there, but basically, it seems to me, this is the area to which we have learned in our institution that we have to give a great deal more attention. We have to develop in the course of the next couple of years some procedures for trying to find out on a systematic basis how effectively we really are conducting our work.

As a result of this, then, one thing that emerged was that we were able to give a pretty clear picture of what we were trying to do, a very clear picture of what we were doing; but the question of how well we were doing it is one with which we are not at all satisfied. That is, we are not satisfied with the state of knowledge that we can back up by objective evidence.

In a large institution I would say that two of the principal values that came out of this were, one, just getting down on paper things that people knew but had never bothered to formulate. Formulating the answers was most helpful for each division of the institution itself; and the inter-communication that came out was invaluable. Actually, what we did was to make enough copies of these reports so that every member of the faculty of a particular division received a copy of the report of his division. In other words, every one of the 250 faculty members of the College of Arts and Sciences received a complete copy of the Arts and Sciences document.

Every member of the faculty of the College of Engineering received the Engineering document. Every dean received a complete set of all the documents and we sent out, after we were sure that we had distributed the copies where we needed them, a notice to all mem-

bers of the University that any member of the University staff might have a copy of any document in which he was particularly interested and we had a number of requests for these documents.

This, I think, was helpful because it shows that the people in the College of Engineering, for instance, are interested in acquiring some knowledge and understanding of what is going on in other divisions of the University as well.

We sent a complete set of these documents to our very unwieldy and large Board of Trustees. I was interested in some of the reactions. One Trustee called me up and said, "I got these tons of material (with some pardonable exaggeration). Do you expect me to read it?"

I said, "Well, that's up to you. Let your conscience be your guide, but I hope you will at least thumb through it and read selected parts of it."

"Well," he said, "I'm Chairman of one college committee. I'm reading that one from cover to cover, but my question is really what am I to do with the others."

I said, "I think you ought to thumb through them, looking for relationship."

In a large institution you cannot bring in a committee of Trustees to work with a committee of the faculty on such matters as finance. The method we used does bring the Trustees into touch with what the faculty is thinking and I know that many members of the Board are reading these reports with great interest and at least keeping them on their library shelves and picking them up from time to time.

Finally, I want to say again what I have already said, that we regard this as far from finished; that these reports will constitute grist for the faculty committees and the University Senate committees which cross college lines, for at least two years.

A great many new activities were developed in order to answer some of the questions. Certain administrative officers simply had to get down and dig out information which they had in their files, but which was reposing there unused.

I feel very strongly that it was a valuable experience and that the gentleman from the College of Agriculture who thought that my original remarks were strictly for the birds and found out that he was wrong is typical of the whole University thinking on this.

*The Effects of Self-Evaluation in a Liberal Arts College*

JACK T. JOHNSON

It is perfectly clear that the attitude an institution takes toward self-evaluation will determine its success or failure. At Hofstra College we felt that in order to do a good job, we would have to commit resources and we would have to agree to expend some energy.

We knew, too, that our first job would be to convince the faculty and the staff and the administration that this was something important.

We knew that some areas of the College would look upon this as a chef would just before the arrival of Duncan Hines. We knew also that there would be some people who would resent the interruption of their daily duties. We knew too that there would be some who would abhor the discovery of any new facts. Consequently, we felt that our job should be to explain the importance and the significance of the self-survey.

This is what we did. We appointed a full-time individual responsible to the President. This meant that we felt the job was worth doing, and when this individual would call upon the various offices and committees he would be speaking for the President and the Board of Trustees. This gave it some urgency and it made it possible for him to get answers a little quicker than if we had taken the view that self-evaluation was something casual and offhand.

This individual was given the responsibility of conducting a trial-run evaluation. One year before our questionnaire was due in the Middle States office we played as if we ourselves were going to go through this process. We answered all of the questions with the avowed purpose not maybe of arriving at definitive answers but of trying to educate our staff.

Incidentally, of course, this trial run one year in advance opened up some vistas that no one liked looking at because we discovered that there were things that we needed to do. We thought we knew what we were doing, but in some instances we weren't sure.

As a result of this trial run, we set up some special committees to begin making studies. After that we asked all of the members of the professoriate to define the objectives of the College, because it was our feeling that it was the objectives that needed re-examination; but, more important, we could only self-evaluate ourselves if we had a clearcut understanding of what it was we were trying to do.

This, again, was a device to get widespread involvement because after you demonstrate the significance of self-evaluation the next trick is to get a large number of people definitely involved; a discussion of the purposes and objectives will do this.

Then we parceled out all of the questions to the various administrative staffs in order to get the facts. The Registrar's office, the Admissions office, and the various offices responsible for gathering the facts compiled the answers to the appropriate questions.

Following that we put the answers before faculty committees and the appropriate administrative committees for review and said, "What do you think of these facts? How do they look to you? Is this the sort of thing we ought to be doing? How do they coincide with the objectives that we have been talking about?" The whole process, again, brought about involvement of members of the staff and the administration.

After this we asked the appropriate committees of the Board of Trustees to review these facts. We asked, "Do these facts reveal what the College ought to be doing? How do they look to you?" I would say in parenthesis that they were a very useful device for educating the Board of Trustees.

Finally, we put the whole report before a review board and it then was prepared in written form for the Middle States Association.

My feeling is that procedure is important and that one of the things that has to be done is to get widespread understanding of what self-evaluation is and anything that can contribute to that will be our gain. After there is widespread understanding of what self-evaluation is, then I think it is important to get widespread involvement from faculty to staff to administration to Trustees.

Very briefly, I would like to list some of the continuing rewards that self-evaluation has brought to Hofstra College. The first reward that came to the College was the idea that it introduced the total pattern to people who never thought of the total pattern. The President or certain members of the Board of Trustees may see the College as a whole. To be sure, they will see it in its inter-relationship, but how many faculty members, how many staff members, how many members of the administration see anything more than their day by day operation? How many deans of admissions are really concerned with the problems of the dean of the faculty?

This is one of the things that was a definite reward. We got a chance to see the College as a whole; not just some group within the College, but the entire College could take a look and see a little bit about the other fellow's problem and a little bit about how it was what he was doing related itself to the rest of the College.

Interestingly enough, a second reward, and one that we certainly did not anticipate, was that the questionnaire and the self-evaluation set up a framework for internal reporting. Time and time again, since the visit of the Middle States team, inquiries have come in from

faculty committees and administrative committees and from AAUP, and so on: "Could we have the information that was gathered for the Middle States brought up to date? Could we now have this as a kind of continuing internal reporting?"

"We felt that this was so significant that these facts that we gathered for this purpose we would like to have now in light of the succeeding year."

The third reward that we got at Hofstra College out of self-evaluation was that we did break down the idea that we couldn't learn anything from the outside. We did discover by looking at ourselves that it might be valuable to us if we wrote to some of our friends and colleagues in other institutions in order to get advice. To be sure, a man away from home with a briefcase may or may not be an expert, but we did feel that outside opinion was valuable and that we were a community, a part of the community of colleges. That was one of the rewards that self-evaluation brought to us.

Our faculty and staff now look willingly to people on the outside for help and guidance whenever it is felt to be necessary.

The fourth reward of self-evaluation at Hofstra College was that it was a satisfaction piece. I think not in the sense of smugness, but, as already suggested, it put in writing what kind of a college we are. Everybody on our campus had a kind of an idea, but there was nothing really in writing; and self-evaluation did put into writing an answer to the question: "What kind of a college is this?"

The fifth reward is that it stimulated discussions that are still going on. I am sure that some of the professors who wrote these definitions of objectives for the College feel that their definition is still the best, and they feel that if the College would only adopt it we would be a better College.

All in all, I can say we were happy to have done the self-evaluation. We looked forward to the visit that was paid us and we look forward to the next visit.

#### SECONDARY SCHOOL EVALUATION

As has become customary in recent years, the Commission on Secondary Schools at the November 1955 meeting arranged for two informal meetings of persons interested in the evaluation program. The first meeting, held in the Rutland Room, assembled immediately after the general business session. About five hundred persons were in attendance. The second meeting was called at four-thirty o'clock in the Viking Room as an informal workshop for secondary school evaluation committee chairmen. There was no set program for either meeting.

Dr. Matthews called attention to the questionnaire which was sent to heads of schools inquiring about various aspects of the evaluation program. Preparations for the revision of the Criteria in 1960 were discussed. Last summer Dr. Matthews took a trip to the northwest to consult with people who are interested in secondary schools. He plans to take a trip to the southwest next summer. This raised the question of certain matters which various members wished to be changed. In particular the "C" blank, "Educational Needs of Youth," came in for considerable discussion. Some members seemed to have the impression that the school's statement of its own philosophy was not considered by visiting committees. It was explained, however, that committees are all instructed to note any changes which a school may wish to make in the statement of the "Educational Needs of Youth." It was also emphasized that each school is requested, as was the case in using the 1940 Edition, to make a statement of its own philosophy in addition to checking upon the "B" blank.

A number of questions concerned details of the evaluation procedure. One question was "What about the teacher load?" "How should the committee look upon overload?" "Should we consider in rating schools the present shortage of teachers, or should the rating be made upon conditions that are professionally desirable?"

Someone raised the question of how the visit of the committee could be facilitated. It was suggested that preparation be not too elaborate and that the material for presentation be not too extensive, that only one copy of the blanks be submitted to the committee and that entertainment be not too elaborate. When chairmen can do so, it is helpful to visit the school sometime before the committee visit.

It is quite infrequent, but there are times when information secured by a committee visit is not treated in a professional manner. When this does occur, it does considerable damage to the whole program.

It was suggested that it is helpful for chairmen to send blanks indicating the various committee responsibilities to members ahead of time so that they might indicate their choice of assignments. Someone suggested that it would be helpful to the members of the committee if, before the visit to the school, the assignments could be sent back to the committee members.

The chairman of the visiting committee should see that each subcommittee report is presented to the committee as a whole and is adopted by this committee. This relieves a great deal of the pressure on the chairman and makes the report much more impersonal. Some time should be taken by the chairman to explain the meaning of rating. The second page of each blank has a good explanation of what these mean-

ings are. They should be read carefully and thoughtfully. Finally, it was suggested that the chairman and the committee members should all of them read carefully the guiding principles on each blank. These are excellent general statements which will be helpful in rating the school.

At the conclusion of each meeting there were still questions that had not been answered, but each of the meetings had to be adjourned because of the time element. It was unanimously agreed that somewhat the same procedure should be followed next year but that an agenda should be sent to delegates in advance.

## AFTERNOON SESSION

FRIDAY, NOVEMBER 25, 1955

## EDUCATION—ITS SCOPE AND MISSION

The session was called to order by the President of the Association, Dean Karl G. Miller, at 2:30 P.M.

**PRESIDENT MILLER:** Before presenting the speakers who will address you, I should like you to know that the Executive Committee of the Association at its meeting last March, considering the nature of this afternoon's program, recognized that in recent years a number of panel discussions had been presented and felt that it might be appropriate this year to invite three competent speakers in three different fields, namely, the field of secondary education, the field of college education and the non-academic world.

It was hoped that these three speakers would be given complete freedom in what they were to say, and I believe that it was Dr. Nyquist who made the suggestion which is indicated on your program as the topic this afternoon, "Education—Its Scope and Mission." The intention there was to provide the widest possible latitude because almost anything could be said under that caption.

No particular order of speakers was designated by the Executive Committee, but the Secretary of the Association in publishing the program arrived at an order and I see no reason why we should not accept Mr. Gisburne's proposal here that the first speaker at this session shall be the representative of college education; and I shall present to you in a moment Dr. William S. Carlson, President of the State University of New York.

I should like to mention before I do so that he is a graduate of the University of Michigan, that he spent some years as the Principal of high schools in the State of Michigan, that he is a geologist by profession; and I was interested to discover that he is an expert on Greenland and has led expeditions to Greenland. He was on the faculty of the University of Minnesota as Professor of Geology, later as Director of Admissions and Records, and later still as Dean.

He then came to the area of the Middle States Association and during the years from 1946 to 1950 when he was President of the University of Delaware, he was very active in the affairs of this Association. He then left us for a brief sojourn in Vermont, where he was President of the University of Vermont from 1950 to 1952. He then returned again to the territory of the Middle States Association as President of the State University of New York, which position he has held since 1952.

In looking for a speaker at the college level, I am sure that we could have selected no one who has as wide contact with various forms of college education. As President of the State University of New York, he is responsible for the payment of annual membership fees of 22 institutions to the Middle States Association. In other words, he is decidedly our best customer.

These institutions include the Liberal Arts, Teachers Colleges, Medical Schools, Maritime Academies, Forestry, Agriculture, Technical Institutes.

Now, without further comment, I present Dr. Carlson, President of the State University of New York.

**DR. WILLIAM S. CARLSON:** Mr. Chairman, ladies and gentlemen: I want to thank my old friend Karl Miller for that very gracious introduction.

Anyone who is called upon to make frequent speeches has little time for extensive preparation. Such a speaker often goes to his engagements unprepared just as I am in the habit of doing. His hope is to gather ideas from other people. To paraphrase Mark Twain, I am reminded of this old, old dilemma by an occurrence at another conference at which I was present.

The conference was held at a college, the President of which, a comfortably assured person, opened with the kind of irrelevant remarks most Presidents are capable of making. He then called upon a Dean, a rather intelligent person, only recently promoted from the faculty. He had come empty, but fully expecting to elaborate upon the President's thoughts. In the future that Dean will know better than to look for substance in his President's remarks. (I am tempted to add that any Dean should know better than to expect to gather ideas from any President's remarks.) Anyway, the Dean shortly had the good sense to sit down, not entirely defeated but a good deal crippled.

Descending the administrative hierarchy, a departmental chairman was next called up. He worried through his speech demonstrating that he had prepared but couldn't remember what he had prepared.

Another college President had promised to speak, but had missed his plane connection through no fault of his own, of course. In his stead another delegate was asked to speak. It is fair to say that there was nothing controversial nor even original in his remarks. In fact, they were so repetitious and banal that he seemed relatively clever when he finished by pointing out that he had not expected to be called upon.

I hope that you now can appreciate my situation. When I received the program for this meeting I found that I was to be the first speaker

at this afternoon session. It immediately became obvious to me that I would be on my own without the opportunity to cull from the texts of others, and I warn those who follow me that my remarks are apt to be singularly lacking in ideas they might borrow.

Faced with the necessity, then, of preparing my speech without the help of others on the program, I turned for ideas to the literature of the field of my early training—geology. One of the fairly recent books that appealed to me particularly was “Man, Time and Fossils” by Ruth Moore. In it you will find a fascinating chapter on Dr. William F. Libby and his discovery of carbon fourteen—an active form of carbon used in uncovering many of the secrets of man’s past; in fact, measuring the whole span of existence.

The total age of the universe is somewhere about five billion years and that of our earth is two to three billion years. Perhaps a billion and a half years ago, the beginning of one-celled life appeared. Mammals have been with us for some sixty million years, and man is about a million years old.

For almost all this time, it seems, we have been following the lead of Harvard’s representative in academic processions. For at least a half million years we have been debating the pros and cons of progressive education. For at least a hundred thousand years, we have been urged that no life is complete without a liberal education; and for almost all that time it seems to me I have been spending Thanksgiving weekend at Middle States meetings in Atlantic City.

Do you wonder, then (and I say this with apologies to my good and devoted friend, Joe Nyquist) that it appears to me to be a frightfully late hour for a discussion of the scope and mission of education? Are we really so uncertain—a million years after the origin of man—as to why we want to have our race relatively well educated? If so, then I suspect that there is something quite wrong with all education, higher or otherwise.

But I am more inclined to think that we are discussing the scope and mission of education (and I shall try to confine myself to higher education) chiefly because of a proclivity on the part of educators to convene. And, once convened, we do need something to talk about. If, then, our topics aren’t always as refreshing as a stroll on the boardwalk, at least we can understand our motives.

And perhaps you will understand why I am afraid that some of my own contributions may reek with a redolence of other conferences which you and I have attended within the last million years, more or less.

I believe that here in America we have quite firmly established the proposition that a democracy owes to each of its citizens the oppor-

tunity to make the most of his God-given abilities and his lawful inclinations. I say this despite a realization that over the years many people are willing to sell education short, to regard it as a luxury to be bought by those who can afford it.

This broad support of ours for universalizing of education goes far beyond the old concept that education is a broad highway to occupational and social success. Our belief is that we can find in the lessons of the past the guideposts to greater achievements, not in terms of prosperity or of ephemeral pleasures, but in terms of man's onward and upward march toward his ultimate destiny.

Our faith in the values of the educative process is strongly linked with our belief in the worth and dignity of man himself. Surely we are not seeking and demanding education merely for education's sake. We do not hope to grant a bachelor's degree to every citizen, nor to require that he spend more and more time within our walls so that we can hire more and more teachers and construct larger and more impressive buildings.

We in America, while extending to the humblest of our citizens his right to "become all he is capable of being" (to quote the motto of my own university), demand in return that the citizen accept the responsibilities of the privileges. In essence, then, we are seeking to make it possible for the greatest number of our citizens to assume man's highest responsibilities toward other men and to God.

Our country is founded on the firm faith that this is possible within the framework of our human frailties, and our educational institutions are dedicated to carrying it out. With minor exceptions, this is a tenet to which Americans will give their consent. Our educational system stands as a tribute to a country's belief in the purposefulness of life and in man's ability to better himself.

We believe with Jefferson that education is vital for the preservation, welfare and progress of a democratic society, and that higher education must provide a democracy's leaders.

Democracy is a universal thing. One cannot be partly a citizen. He is either the equal of other citizens or he is not. We have for a century and a half here in this country considered the freedom of expression and worship to be absolutes. They are not to be infringed, even slightly, or we do not have them at all.

In somewhat different fashion we regard citizenship and its responsibilities to be absolutes. And we have come over the years to place a maximum value upon enlightened citizenship in which each person not only becomes all he is capable of being, but contributes all he is capable of contributing to his country, his fellowman and his God.

These, then, I view as the principal objectives of America's educational system in our times, and I hope is illustrative of my views of the scope and mission of higher education. I will add only a few comments about our own individual approaches.

Within this vast structure of American education, there is room for a diversity of views, interests and programs to provide for a diversity of needs. These are differences to be worked out at levels far below the broad national picture. If there are two ways of looking at a problem, or of acting upon it, educators will find them both and take both courses at once.

This dichotomy is not only natural; it is healthy. As Charles Evans Hughes once commented, "Our institutions were not devised to bring about uniformity of opinion." And this applies to the forms of education itself. But there are those who seem to fear that diversity in the breadth of higher educational training will impoverish us intellectually.

On the contrary, is not our task that of teaching with enough intellectual insight to liberate the student from provincial blinders? This is as true of so-called practical courses as it is of those labeled cultural. They are not mutually exclusive.

Such callings as those of the builder and the farmer, to mention only two, meet vital and living needs. They long have filled an essential place in the life of civilized people. They have given scope to originating minds. Without knowledge or sensibility, these ancient vocations cannot be carried on with any degree of satisfaction. To educate a man in them is to make it possible for him to derive stimulation of the mind and character.

Indeed, there are those whose energies can be released only when there is a directly envisaged goal of a technical or professional competence. The problem, then, as I see it, is one of giving technical subjects a human direction and inspiration.

Whatever provisions we make for diversity, I believe we need first a high quality program of general education. This is true because it meets the general social need for citizens who know something of man's limitations and methods of science in a scientific age, who know something of the social order and the methods of social sciences if we are to live in a democracy, and who know something of the arts, philosophy and language if they are to develop themselves as individuals.

But today we turn out students by the thousands who can sell their superb ability to dig tunnels, to prepare balance sheets, make case studies and adapt plastics to various new uses, but who may be lost when it comes to evaluating and adapting themselves to the kind

of life that their work is helping to shape. If our students acquire mere skills without insight into human history, without the wisdom one finds in literature and the arts, without awareness of nature's dynamic processes imparted by the sciences, they will lack the perspective to live a full life in this changing world.

Diversity in the programs designed to achieve general education is desirable since individuals differ in ability and in background. There should not, however, be diversity in the goal.

All formal education, not merely general education, must carefully select its materials. Inevitably, the whole educational process is selective, even eclectic. There is no time to teach everything about anything. There is an endless series of things to know. These problems are primarily one of curriculum, of fashioning the right course for a given student or group of students. They are difficult problems, but not insuperable ones. Their solution lies in obtaining sufficient and sufficiently good personnel and a good testing service. As I have said, they are not insuperable problems unless one calls the task of getting enough good teachers insuperable.

On the specialized level, the problems are the same: money to attract good people and imaginative leadership to select them and help them realize their maximum effectiveness. If one assumes that problems of money and imaginative leadership are solved—and I take it the purpose of this panel is not to discuss financing higher education or the difficulty of finding the right deans or presidents—two problems seem to me to stand out—those of time and talent.

If we need both general and specialized education to provide for the diversity of individual and social needs, how can we provide them in a limited time? Most institutions can achieve breadth of education, for it need not consume more than 20% to 30% of the student's educational budget. He may still exercise his own vocational preferences. He may still select his own majors and minors, but he receives a more broadly based preparation for that vast portion of life outside his occupational interest.

The problem of time, however, becomes an acute one and an important one in professional colleges and in technical institutes, some of which offer only a two-year program for a terminal degree. Demands of practical technical training tend to keep general education out of the curriculum.

In the professional colleges, we run into difficulties in the assignment of priorities to the many possible goals of education. To make a point in concrete terms, let's consider for a moment medical education. All of us probably would agree that theoretically it would be desirable for a doctor to be well educated in the broadest sense. He

should not only be technically proficient, but he should have a broad understanding of the world he lives in from an historical, philosophical, sociological and esthetic viewpoint.

But what priority should we assign to these various facets? Are they all of equal importance? The problem, as I see it, is not that technical competence is not essential. It is, and should be given top priority. If you are sick, you expect the doctor to be professionally competent and able to treat your illness; just as if you want to invest in an oil well, you expect the geologist you consult to know a gusher from a dry well. At the moment of need, you don't care whether the physician or the geologist beats his wife, votes the wrong ticket, or knows a fossil from a piece of tile.

As educator, however, I want to develop physicians and geologists who are not only competent in their professions, but intelligent and useful citizens who don't beat their wives or vote irrationally and who do get some satisfaction out of intellectual and esthetic pursuits.

The formal education of a professional man, then, resolves itself into two parts: one, the education of the man generally, and the education of the man professionally. The second aspect is the concern of the professional schools, while the first aspect is the concern of the undergraduate program.

Discussion of general education for the professions, therefore, becomes pointless. General education is in the domain of the education of the man, while professional training superimposed upon it does not take its place and does not substitute for it. General education for the professions is no different from general education for all college students.

The answer in the vocational schools, it seems to me, must be to make vocational courses less a matter of training and more a matter of education. Business and industry are willing and able to provide on-the-job training. The university is failing to fulfill its function if it concentrates on this training and fails to perform its true function. Its true function is to teach, for example, the principles of magnetism and not all the infinite applications of the magnet in our technology.

Now a word about the problem of talent. Sometimes, it must be granted, there is not enough high quality to go around. This is as true in teaching as it is in research. Certainly there is no surplus of teachers of the liberal arts who will take the world as it comes and illuminate it with the humanities, the sciences and history. We need also teachers in the specializing professions who can bring to the civilizing forces of the liberal arts the qualities of exactitude, precision, critical skepticism and emancipating doubt.

In research, with certain limitations, the obvious way to provide quality is to concentrate efforts in certain fields at certain institutions. Since Syracuse University has an outstanding Graduate School of Citizenship, my thought would be not to compete with it at Rochester or Buffalo, but build up other specialized programs at these other institutions. To maintain a program of high quality does not require inter-institutional competition. Surely, our great land-grant colleges offer eloquent testimony to this.

What I am saying is that every university should not have to offer everything. An alternative, where geography permits, is to combine forces. In certain areas there are not enough students to make an administrator feel justified in spending the money necessary for a faculty of the highest quality. There is no reason why institutions should not have joint graduate departments of, say, Germanics or Oriental Literature. However good these departments may be now in individual institutions, I am sure that combined they would be better. The projected graduate university to which state universities in the south would contribute is a case in point.

Meanwhile, we need to recognize that the demand of our citizenry for the opportunities which higher education affords (and also our own national self-interest) calls for imaginative planning now. Whatever plans we make, in fact, are almost certain to be proven not imaginative enough. I am willing to wager that by the time our educational statesmen are through with their planning to meet the "wave of students" which everyone concedes is almost upon us, the planning will be found to be insufficient and the planners will be indicted therefor.

But we have among us too many whose vision is myopic rather than telescopic. There are too many of us who are ready to quarrel over the college choice of this or that freshman, as though the success of our administration, even the reputation of higher education, is going to stand or fall on a handful of students or a few thousand dollars.

Public and private education need to face these larger issues united, facing in the same direction. The thermonuclear era is at hand. It is a time of great potential danger to civilization, a time when men's greatest capacities are needed. If the cause of freedom is to prevail in such a time, the fine universities, public and private, must devote all their energies to the high purposes for which they were founded.

We need the greatest saturation of higher education that society can achieve through its sacrifices. It is time to halt any quarrel which can deflect us from the goals of education and community understanding. It is time to end the unprofitable sparring between public

and private universities that goes on in some parts of the country.

Competition, properly directed, can be a source of strength, but I fear we are quarreling over our strengths in unnecessary wrangling. Full development of both public and private higher education is needed. Each must face its mutual challenge. A state university will benefit from advances of private institutions, and private institutions will benefit from contributions to the total educational scene offered by public institutions.

Finally, may I suggest that along with all these considerations should go a basic attitude, one of receptiveness to change, one which is astatic by nature and flexible in operation. We need constantly to re-examine our basic premises, all of them, and clean out the cobwebs of the dusty recesses of our minds.

Is there any practice or policy in higher education which is sacrosanct? Of course not. We should prove our receptiveness to new ideas by challenging all the old ideas that get into the way of flexible operation. This extends all the way from the structure of our buildings (can't we build them so they can quickly accommodate different situations, for instance?) to the size of our faculty, the teaching load and the length of the university's working day.

The degree of our being able to accommodate ourselves to change may make the difference between success and failure in facing up to the scope and mission of our task.

**PRESIDENT MILLER:** I am sure that Dr. Carlson's stimulating address has given rise to some questions and comments from his audience, but it would seem to me appropriate to hear our other speakers and then to open the session for further discussion.

It is with particular pleasure that I present your speaker on the scope and mission of education at the secondary level—Dr. Helen Cheyney Bailey, Associate Superintendent of Schools in the City of Philadelphia. She became a teacher of Mathematics in the Philadelphia High School for Girls upon her graduation from college, later was Chairman of the Department of Mathematics in that school; then Vice-Principal of the Roxborough High School in Philadelphia; later Principal of the Stetson Junior High School; and in 1945 became Principal of the Philadelphia High School for Girls; then District Superintendent of Schools in charge of the Germantown District of Philadelphia; and in 1953 Associate Superintendent of Schools in Charge of Curriculum, she being the second woman to have held that rank in the Philadelphia school system.

All of us who are friends of Miss Bailey and devoted to her were delighted when earlier this year she was the recipient of the Gimbel

Award, which is granted each year to the woman who has made the most significant contribution to the progress and welfare of the City of Philadelphia.

I present Dr. Helen Bailey.

DR. HELEN CHEYNEY BAILEY: Dr. Miller, Dr. Carlson, Mr. Gillen: There is a children's hymn which begins:

"I sing a song of the Saints of God . . ."

And it goes on:

"And one was a soldier, and one was a priest,

And one was slain by a fierce wild beast . . ."

And three hundred eighty-four thousand seven hundred sixty-one are teachers in the secondary schools of America.

I love the wording of your topic—"Education—Its Scope and Mission." It implies a sympathy and understanding beyond our usual treatment. And may I thank Dr. Carlson for making his inspiring speech without passing any comments on our product that were unfavorable.

And when I say "our" I speak for the secondary schools and their dedicated and bedeviled forerunner, the elementary schools. The word "scope" seems to acknowledge that the breadth of demands upon our schools today breaks far beyond any known horizons; and the word "mission" grants that this is a thing of the spirit, reaching beyond any right of practical demand or possible achievement.

The preparatory school for tranquil centuries existed to make ready its students for college. It tolerated only the most able, the most willing. When it became the American high school, it extended its purpose to that of supplying the willing and able who could not afford college with a decent background in the fundamentals of our culture. It also offered a few trades. It was still highly discriminating, for which it received great public approbation.

Suddenly, and well within the last two decades, a new era broke about us. All youth were to be educated, whether they would or wouldn't, could or couldn't. Moreover, education was to assume responsibility not only for things academic and vocational, but for character building, citizenship, health, open-mindedness, social adjustment, life adjustment, spiritual values, world understanding and a thorough grounding in the principles of industry, labor and the free enterprise system.

It is not recorded that the secondary school teachers had much voice in this decision, but they accepted it with varying degrees of docility, each according to the extent of welfare work he saw embodied

in the calling of a teacher. It was understood that the ways of democracy and the exigencies of the labor market required this of them. No one knew how the job was to be done. No one knows yet. And I mean no one, for I have searched hard.

A few opportunists there are who are making a tidy profit and gaining considerable prominence by writing articles and making speeches proclaiming that the job is not being done. Even they do not say it can be done. Juvenile delinquency, poor reading, lack of engineers, shortage of scientists, moral collapse and prevalence of decayed teeth are all attributed to the weaknesses of secondary education. The failure of man to attain perfection is no longer laid so much to the doctrine of Original Sin as to the high school.

Through all the tumult a magnificent though dwindling army of secondary teachers have been quietly, devotedly, feeling and fighting their way. They have discovered how to minister to the handicapped, the deaf, the sightless, the seriously paralyzed and palsied. They are finding ways, but not fast enough, to make school profitable for the slow learner who, when we have culled from his group all definitely handicapped, or seriously delinquent, still represents 20% of our total high school population. We have found no satisfactory answers at all for the youth who, restless and rebellious with maturity, wants only to be free to earn money and swagger in his man's estate. We say to them, "What do you want?" And they say, "I want to be out of here."

People tell us brightly, as if we had not thought of it, "They need lots of shop work." No one tells us how to get master electricians, auto mechanics and carpenters to teach school at a beginning salary of \$3,200 a year. The public is far from ready to pick up the tab for the job it has ordered done.

Still and all, the schools are doing remarkable work. The illiteracy rate at the time of World War II was 2.9% as compared with 6% at the time of World War I. Our scientists, our inventors, our engineers are many of them very young men who have risen to their pre-eminence on the foundation of attitudes and skills they received early in life.

Our Armed Forces inveigh against our training, especially against our Mathematics. Yet they can take our boys and make of them in a few brief months the most superb pilots, navigators and technicians the world has known.

Dr. Bestor, in his "Educational Wastelands," says: "Seventy-five years ago American schools were poor, but so was American training for medicine, for law and for research in the sciences and arts. All of these fields have shared in the great American effort for improvement. But how different are the results."

I say to Dr. Bestor that the results in medicine, law, science and the arts are our results too. Graduates of the professional schools were once our young people; and the eager inquiring minds, the independence of thought, the courage they brought with them from their earlier training are in no small degree responsible for the dramatic character of American progress. And the development of such qualities is no accident—it is a planned objective of our program.

Many of you in the audience are from colleges and universities, and you are unhappy because our young people do not come to you so well prepared as they used to be. Perhaps they never did. Barzun, in his article discussing the horrors of present-day writing, spelling, and composition, says, "The level is low, but it has not fallen."

And yet I am willing to believe that your students are on the whole less able because some very simple Mathematics tells me it must be so. You are dealing with the generation that springs from the low birth rate of the late thirties. At the same time, you are taking into the college and university world at least twice as many students (and that's conservative) as you did but recently. If we dip twice as deep into half as much milk, we can't come up with cream so rich. No teaching method can compensate for lack of native ability and drive.

May I ask you to consider with me for a moment what this shortage of young people really means. At the same time that young people are in short supply, our society is clamoring for more engineers, more scientists, more secretaries, more teachers than ever before. The secondary schools, admonished of the crisis (often blamed for it), have earnestly sought to do what they could.

They have gone well beyond the narrow stratum of the brilliant, down through the quartiles and quintiles to the very average to get sufficient numbers. These they have coached and encouraged and nursed along until they have passed your entrance examinations, pleased your entrance committees and found themselves in college. It is disheartening to note how quickly they find themselves out again. One little high school teacher asked very dismally, "Do they teach them or just screen them?"

I am very serious about this. In this shortage of young people we must do something to get the less able prepared to fill the ranks, or we should agree to send only those who have the original ability. Otherwise, if we are really going to work our hearts out to try to get more candidates for these things, the colleges will have to break the sudden shock and nurse them a little bit until they get at home in the college situation.

If, indeed, we are riding an emergency, we should get together on it. Time will correct the dearth of ability, and that right quickly. Within the next ten years we shall be confronted again by the tragedy of the very able excluded from college and the professions just because there are so many of them. These children are already in our schools and on our hearts. What are they to do? What should we be telling them?

We in the secondary schools are the first to admit that we can vastly improve the job we are doing. We can and we want to, but we shall need help. We shall need, in the first place, understanding and a few kind words. The facile cries of criticism which it is easy to raise in an undertaking so vast and so uncharted are driving young people from the teaching profession. We need, first of all, good teachers, and plenty of them.

In the City of Philadelphia alone, in the junior high schools alone, we are lacking fifty-three teachers of Mathematics. Science is almost non-existent. What are we to build on and with what?

Teaching is the greatest of the professions because all professions rest upon it. It need not be presented to young people at a career conference for their consideration. For twelve years of schooling their eyes rest upon their teachers, and they accept or reject teaching as a way of life. Only teachers who are secure in their work, respected, appreciated and occasionally praised, can radiate the kind of allure that will draw youngsters to follow in their footsteps.

We shall need the help of the colleges to analyze this so great mission that has been assigned us—to help us find ways of fulfilling it; to lift their powerful voices to interpret to the public what we are trying to do and why.

We need more peace of mind in which to deal with our problems. This morning's Invocation asked that we be given stability in our search for values. The schools have opened their doors to the community and now they are likely to have to ask the community to give them back the schools. Every agency, every cause, every drive discovers for itself that if it can get its program in the schools its work is largely accomplished.

Days in a central office re-echo to the suggestion of "If each child gives only a nickel" or "If each child gives only a dime," and the charm of multiplying anything, however small, by a quarter of a million is infectious. Historical and patriotic associations urge us to send our students by bus loads, during school hours, to national shrines. If we demur because of the disruption of schedules, it is suggested that perhaps our patriotism is not quite so warm as it should be.

We are asked to turn children and teachers out, a captive audience, to conferences of intercultural, interracial or interreligious agencies. When we call a halt, it is regretted that we are, after all, not so open-minded.

Lack of scientists is attributed by museums to insufficient visiting of museums during school hours. We deliver children by the bus load to exhibitions of modern art, of classic art, of the first Philadelphia art; to book fairs, to oil exhibits, to coal exhibits; to court-rooms, giant industries, small industries and labor centers.

Still it is not enough. Some voice of unmistakable authority is always heard to proclaim that we are not awake to the true values in education. If our children do not carry home letters urging mother and father to vote, we are avoiding our obligations in citizenship training. If at any of the meetings and conferences to which we are urged to send them, that they may deal with future world affairs intelligently, they encounter a radical or a parlor pink, we are threatened with loyalty investigations.

One of our elementary school teachers during her lunch hour was carrying under her arm our Elementary Course in Social Studies, called "Toward Social Competence," and she left it in a restaurant. A week later she went back and asked if she had left it there, and the manager said, "I don't think I'll give it to you. I have a notion to turn you in. Are you a Communist?"

Were we to yield to the constant and powerful pressures under which we operate, we should never have the youngsters in the schools. We contend with a disturbing overhead of something approaching blackmail in noble causes. The amount of nervous and intellectual energy that is consumed in dealing with these highly competitive agencies in smoothing over situations caused by well-meaning persons who know neither schools nor parents, in defending teachers and administrators from accusations of prejudice, false indoctrination or disloyalty, is a tremendous drain on those who should be dealing constructively with the problems of secondary education today.

Do not misunderstand me. The good teacher wishes to use many community resources, but he wishes to use them as they fall in with his planned and logical program. In too many cases the school is supporting the resource.

We shall need help in sharing the job. Health and social agencies must take more of the initiative. Labor must open up some kind of apprentice or part-time opportunity. Cultural and recreational institutions must assume more responsibility for their own motivation. The schools can never again be free of the social burden that has been cast on them, but if they are to improve their product this burden must be increasingly shared in order that teachers may teach.

And it goes without saying that the schools need money. Nobody has dared to compute the cost if the demands were met; if gifted children, college-bound, were to be taught in classes as small as are prescribed for the backward; if adequate shops were to be provided for the mechanically-minded and staffed with master craftsmen; if part-time work were to be provided for the boy who may steal to get some money of his own; if science teachers were paid for after school work with young geniuses as football coaches are paid to work with fine athletes. We need money for teachers and we often even need money for textbooks.

I began by saying that no one knows whether the task can be done. Listening, one gathers that the problems of the 20th century could be solved by a return to the 19th. Life is not turning back, and neither can education. We left our former ways because they did not satisfy us.

In the simply told story of Moses, he says, "And the Lord spake unto me, saying, 'Ye have compassed this mountain long enough; turn you northward,'" northward away from the dear familiar highland into the direction of harsher and more difficult things.

So your secondary schools will continue to seek, they hope with your aid, the new, more difficult paths to help all young people.

"I sing a song of the Saints of God. You can meet them in schools." The hymn says so.

**PRESIDENT MILLER:** Miss Bailey, the Chairman of this meeting has the very gratifying impression that the afternoon program is going exceedingly well, and I am sure that the same high level of interest will be maintained by the third speaker.

As I have already indicated, the Executive Committee gave a mandate that the third speaker on this program was to be someone from the non-academic world to comment on the scope and mission of education. I am sure we could have selected no one more competent than Mr. Wilfred Gillen, President of the Bell Telephone Company of Pennsylvania.

It might interest you to know that he is a native of Holton, Maine, that his early education was in Bangor, Maine. Following his graduation from college, he immediately became a member of the staff of the Bell Telephone Company of Pennsylvania and I shall not attempt to enumerate the various promotions which led up to his election as President of that corporation in 1949, which position he still holds.

Obviously, the President of the Bell Telephone Company of Pennsylvania also serves as director of banks and insurance companies and other industrial organizations, but it seems to me important in present circumstances to state that Mr. Gillen is also on the Board

of Directors of the Pennsylvania Association for Mental Health, the Associated Hospital Service of Philadelphia, the Community Chest of Philadelphia, the Academy of Music, the American Red Cross, the Franklin Institute.

I indicate by this enumeration that he is a leading and public-spirited citizen. He has been invited to speak to you this afternoon particularly because he is the originator, the inventor of the Institute of Humanistic Studies for Executives.

Mr. Wilfred Gillen.

Mr. W. D. GILLEN: Thank you very much, Dr. Miller.

Dr. Bailey, I certainly enjoyed your address and I feel much more sympathetic now, I think, to some of the problems of secondary education than I did before.

When Gene Gisburne wrote to me to brief me on my part in this program, he told me this among other things (and I quote from his letter): "Miss Bailey will represent the secondary school point of view and Dr. Carlson, the college and university viewpoint. You will represent the nation at large."

Now, I submit to you that this is quite an assignment, and I want to assure you very quickly, as soon as I possibly can, that I feel totally inadequate to cover even a small segment of the nation as a whole. Perhaps this was Gene's way of extending to me complete academic freedom so prized by educators.

I presume that in looking over my qualifications to speak on this subject—"Education—Its Scope and Mission"—your Program Committee noted that I graduated from the Wharton School of the University of Pennsylvania thirty-two years ago; that as a parent I have had the problem of educating three youngsters (one out of college and two still in); that I am a Trustee of the University of Pennsylvania; and that as the President of a large corporation employing thousands of high school and college graduates, I might have some ideas on the subject. Then, lastly, as Dr. Miller mentioned, I have participated in the establishing of the Institute of Humanistic Studies for Executives at the University of Pennsylvania some three years ago, which I will refer to later.

I enumerate these facts not to convince you that I am qualified to deal adequately with this subject, so if I fail to measure up don't blame your Program Committee; at least, they tried to get somebody to represent this vast field.

I will attempt to interpret for you as best I can what I think are the views of businessmen on this subject, but I suspect they will be largely my own personal views because I believe that you would

find it difficult to get general agreement from businessmen as to their views on this subject as well as on most any subject. Therein lies the strength and weakness of this segment of our society.

But it has been somewhat of a social phenomenon, it seems to me, that has been taking place in recent years in the number of instances that have come to my attention where businessmen have been invited to speak and confer with educators. This, to me, is a most healthy sign and I am sure augurs well for the future. Many of the misunderstandings of the past could have been avoided if there had been a recognition of the mutuality of interests of these important groups.

It seems to me that there is more interest now in the problems of education by the people of our country than there has been ever before, at least in my lifetime. No longer do we hear it said, "Let the educators take care of their own problems."

How could thinking men and women of this country be otherwise when you realize that enrollment in American elementary, secondary and college classrooms is at an all-time high of 39,557,000, with 2,839,000 in colleges and universities alone. Almost every fourth person in the country is, thus, busy in the pursuit of education. And this does not include hundreds of thousands engaged in some form of adult self-education.

If these figures are impressive, consider what they will be in a few years as a result of the higher birth rate which began with World War II. As you well know, it is estimated that colleges and universities will have to double their facilities in the next ten to fifteen years to meet the need. The alternative, as Dr. Lewis Webster Jones, President of Rutgers University, said recently in an address, "is to deny many a college education, which is not a possible American solution."

We are the world's wealthiest nation. We have been cast in the role of world leadership unwillingly and unprepared to assume its burdens. Our future depends upon our assuring that all young Americans receive the best possible education so that they can form a vast citizenry prepared to furnish the skills our economy will need, but—perhaps most important—have the intelligence as citizens to understand the issues that are and will be facing the world in which we will be living, and to guide our leaders to sensible and intelligent solutions.

With this picture, if factual (and I believe it is), it seems to me that you men and women in education are on the brink of the greatest renaissance in your profession that this world has ever known.

It has been charged in recent years by some that the teaching profession has been relegated to second-class citizenry. There is some

semblance of truth, they tell me, to the idea that socially and economically teachers have lost their once high standing in our society. But by recognition by the American people, which is rapidly taking place, of the importance of proper education of our youth in solving many of the major problems that confront us as a people, enlightened self-interest will soon bring the answers that you all know so well are needed; and, once again, the members of your profession will receive the recognition and rewards that you so well deserve.

My observations lead me to the conclusion that no group in our society is becoming more conscious of the problem of mass education in this country than that of the business executives. They must look to our schools to provide the constant stream of the kind of people needed in order to operate and manage their enterprises.

No one knows better than they the need for large numbers of men and women with specialized skills, required in increasing numbers in this complex business civilization in which we live. As we advance farther and farther into the age of automation, those needs will grow, and not lessen.

There is but one source to look to for the continuous supply of engineers, chemists, physicists, statisticians, and other specialists, now even today in short supply. The pressures on you educators to produce more and faster will be one of your most serious problems. Already, comparisons with Russia in the number of technically trained people being turned out are being widely circulated in our press, and industry will be in the forefront of those shouting the loudest. But here, I think, is where business executives and educators can sit down together and help each other work out a better solution than has been the case in the past.

Based on my own personal experience and my experience in a highly technical business where for nearly a quarter of a century I have had responsibilities for the selection and placing of college men in many and varied assignments, I believe that colleges and universities can turn out a person better equipped to assume greater responsibilities faster if they left to business a great part of the specialized training.

Let me try to make clear what I mean. I think what business needs from our colleges and universities are men and women with a sound foundation on which detailed instruction on the job can be built; that greater emphasis be given to the theory of mathematics or physics or chemistry or economics, rather than to its application; that students be taught "what" and "why" rather than "how." The industry with which the graduate becomes associated will have the job anyway of providing the specialized knowledge he needs.

Our technical schools in recent years have become quite concerned about the relatively small percentage of their graduates that have risen to top jobs in industry. They have heard the complaining voices of their frustrated graduates, men with fine technically trained minds doomed to mediocrity. They are recognizing that industry functions through people, and an understanding of people and their motivations is essential to have or to acquire for success in business.

They are attempting to incorporate in their curricula courses in the humanities to better equip their graduates to succeed in the rough and tough battle of competition with which they will be faced.

I would like to quote two outstanding industrialists on this point. In an article in Fortune Magazine, John J. McCaffrey, President of the International Harvester Company, said:

"The world of the specialist is a narrow one and it tends to produce narrow human beings. The specialist usually does not see overall effects on the business and so tends to judge good and evil, right and wrong, by the sole standard of his own specialty."

President Crawford H. Greenewalt, of the DuPont Company, writes:

"Today, specific skill in any given field becomes less and less important as the executive advances through successive levels of responsibility."

I believe that the schools and colleges have the initial and a major responsibility in the process of developing men of breadth and depth, instead of merely men who do a specialized technical job along conventional lines.

Industry has made major mistakes, and has contributed much to the trend toward narrow specialization. Industry has been all too prone to recruit graduates who are only specialists and to neglect broadly trained people. This has led, in turn, to students taking only specialized courses so as to get the jobs industry offers. And the schools, in turn, have met the demand by providing too many such courses at the undergraduate level, sacrificing in the process training in the humanities.

Industry has encouraged over-specialization as business has become more and more complex, not only in scholastic training but also throughout a business career. It has fostered a motivation to devote time only to reading technical books and learning merely the mechanics of business. There has been a critical lack of encouragement of continuing adult education.

To correct such mistakes, industry must restore the emphasis on the individual and his personal achievements, and reward individuals

and not groups. Industry must offer more good jobs to those who have had broad education in history, in the arts and all the other humanities. Industry must encourage self-education throughout life.

In addition, I think that schools might well take a look at their curricula; and I suggest for your consideration, with a great deal of timidity (with apologies to Dr. Bailey), the following three items:

First, greater emphasis on high moral and ethical values and personal integrity.

Second, greater emphasis on developing the well-rounded individual who has made a good start toward self-realization, confidence in himself and an awareness of the complexities of human nature.

Third, an attempt to overcome the emphasis on materialism by developing men and women with inner resources, who get their greatest rewards from personal accomplishments and satisfactions.

It might seem from my remarks that industry is asking a great deal of the schools and colleges and, of course, so we are. Someone might well ask, then, "What will industry do for the schools and colleges? What are their responsibilities?"

That's a fair question and I will try to answer it. In the first place, we should provide employment, good employment, for the men and women who come out of the schools. We should be able to discharge that responsibility all right so long as the schools do their part by providing the kind of people we need.

Not only that, but we must give these graduates opportunities to apply what they have learned and thereby to better themselves—to capitalize, in other words, on their education. However, we cannot and should not guarantee anyone special advantages just because he has a diploma, but we can and should provide him ample opportunity.

The Declaration of Independence carefully stated that man has a right, among others, to the pursuit of happiness; but only to the pursuit, not to happiness except through his own efforts. Similarly, all any man should ask for is the chance to pursue success in his business career, and we in industry should see to it that he has that chance.

Our responsibilities, as I see them, go even farther. We have a definite responsibility to encourage and stimulate employees to continue the process of education in its broadest sense throughout their business careers. We should provide opportunities for adult self-education, not only to enable employees to improve their technical performance on the job, but, far more than that, to acquire breadth and depth of knowledge so that they will be wiser managers of business and wiser citizens and members of society.

The Bell System for years has leaned heavily on the colleges and universities in its continuing program of developing men to fill man-

agement positions. We take full advantage of the various special courses for business executives offered by Pennsylvania, Harvard, Columbia, Northwestern and other leading institutions.

I previously referred to the course at the University of Pennsylvania we started three years ago. We are participating in a novel and interesting experiment in this program at the Institute of Humanistic Studies. At the Institute small groups of telephone executives at mid-career are spending ten months in the study of subjects far removed from the narrow limits of the jobs they perform.

The objectives of this course may be of interest to you and can be summarized as follows:

1. To enable a potential future executive to understand and interpret the social, political and economic changes, both national and worldwide, which will influence the problems of corporate management to an increasingly greater degree in the future. This might be defined as developing a breadth of outlook, looking toward future statesmanship in the business.
2. To indicate the importance, impact, and use of history, science, philosophy and the arts in the world today, particularly as they influence large groups of people such as employees, customers and stockholders.
3. To motivate the participants in the program to accept the concept of intellectual activity as a never-ending process to be continued throughout life.
4. To balance with a humanistic background the almost complete attention generally given by younger men in the business to acquiring technical knowledge and competence as a result of working in an atmosphere of intense competition with other individuals.
5. To offset a tendency to over-conformity, which is bound to occur in a business which is highly specialized and which promotes almost entirely from within the organization.

This course has been characterized by some as a bold experiment. One writer described it recently in a magazine article as "the strangest and most exciting school in America." He said also that "in business circles it has become America's most talked about experiment in education."

A university President in a talk last week before an industrial group said that it was the most encouraging and revolutionary idea introduced in the educational field in many years.

We have been quite surprised and somewhat taken aback by the reactions to this experiment; and, as far as we are concerned, it is just that—an experiment. The most interesting facet to it is that it

is giving the adult mind an opportunity to demonstrate if interests and motivations can be instilled to the extent that they will be lasting.

It also, it seems to me, opens up an opportunity for universities and colleges to make even greater contributions to business and society. In fact, the Ford Foundation for Adult Education is developing a similar program in several cities throughout the country.

To us in business it has been a fascinating experience to work with these groups of young men and to observe the change that takes place—the increased poise, confidence, facility of expression, wider range of references and interests. However, of course, it is too soon to form any conclusions as to lasting results. Only time will give us the answer. And I suspect that even then it will be impossible to judge the results with a slide rule.

I would like to discuss further that responsibility I previously mentioned which I feel business shares with education, namely, developing mutual understanding of each other's problems, aspirations and viewpoints. In short, we should get to know each other better.

In our company we have had very stimulating and enjoyable experiences in this direction. In the last two years we have had groups of college deans spend a week with us in more or less informal discussion of what we in our business are doing and why. Dr. Dunn of the Gettysburg University, who is with you, was with us last year in this particular course.

In the process we have learned quite a lot about what the colleges and universities are doing, and why. It has been most rewarding and we hope to continue indefinitely these annual get-togethers with men from the academic world.

Lastly, American business has come to recognize that they have another responsibility toward colleges and universities, namely, financial support. Today industry is making increasingly substantial contributions in various ways to the cost of operating and expanding educational institutions.

In conclusion, I would like to reaffirm my conviction that we in industry and business must count heavily on our schools and colleges to produce men and women equipped to be the future leaders of our enterprises; and that, in turn, we must accept our share of responsibility in the never-ending process of education which should not end with the granting of a degree, but which should continue throughout life. Because we have this mutuality of responsibility and interests we must increasingly work together to our mutual benefit and to the benefit of all.

**PRESIDENT MILLER:** Thank you very much, Mr. Gillen.

I am sure that the three speakers have stimulated you to further questions and comments. They will not consider me discourteous if I mention the fact that it is about five minutes to four, and that both the Commission on Higher Institutions and the Commission on Secondary Schools have special meetings scheduled at four-thirty. That still gives us an opportunity for comment and discussion.

May I query one of the speakers? Do I hear any questions or comments?

**DEAN GEEN:** I wanted to ask Mr. Gillen whether in the co-operation that he sees for the universities and industry he has considered setting up a kind of apprenticeship program during the summer, budgeting it sort of so that students might get jobs and learn some of the technicalities that they do not learn in college, or so well.

**MR. GILLEN:** We have for a number of years employed high school and college students during the summer time on special assignments, and for a number of years we have employed juniors in high school, girls, to work summer months and to work part time in their senior year, looking toward permanent employment after they have graduated. Is that what you had in mind?

**DEAN GEEN:** I was thinking actually of this as a cooperative endeavor. You spoke of the fact that people learn best on the job, and I wondered whether there was any concerted effort on the part of industry to use the summer in an educational way for industry, taking some of the problems from the college and assuming thereby some of the financial responsibility for the education.

**MR. GILLEN:** Well, there is nothing that I know that is formalized along the lines you are indicating. It sounds very intriguing and might offer some possibilities.

**DR. EDDY:** Mr. Gillen, we find some difficulty with your statement concerning the need. We share your conviction on the need of broad general education, but our graduates when they knock at your door are asked the question, "What can you do?"

How can you reconcile the philosophy which we all share and the practicality of the situation? It is somewhat like we find in the medical schools where this broad general liberal arts education is the best pre-medical course, except when it comes to taking the examinations in Physics and Biochemistry and other things.

Is there a great gulf there or is it narrowing or are we just beginning to move in that direction?

**MR. GILLEN:** I think we must plead guilty that too often the recruitment officer going out to universities and colleges has quotas of technically trained men, and his philosophy is somewhat different from that of the higher officers of the company.

However, I can assure you that I think it is changing very rapidly, that there is more and more recognition of the value of the liberal arts education for future management people in all corporations. I think you will see more and more articles to that effect in magazines, or at least business periodicals, indicting industry for insisting upon more and more of the specialists rather than taking in more of the liberal arts.

In our own case about 60% of our recent college graduates employed were liberal arts people and about 40% were specialists. That is a very decided change.

**DR. EDDY:** Could I just make one observation in regard to the question of summer jobs. We do have on Long Island a group, a small number of banks and industries who will give a high school graduate or college student a summer job for twelve weeks and insure to him as a result of that twelve weeks' study a full tuition scholarship. In addition to the regular tuition scholarship for the year, they give him a stipend for lunches and incidental expenses.

We attempt to organize seminars connected with this work experience which will interpret to the student the experience he is having and the observations and problems which arise, and some of the significant developments which are going on around him but about which he may not be quite so sensitive or aware.

I think that if industry would make that kind of a deal so that many of our students who cannot go to college otherwise—and the scholarship funds are limited and it is best for him to earn his scholarship through a summer's work and each year he goes back—at the end of four years that bank or business has a young man who has had the equivalent of more than a year's actual experience in business. Then when your employment office says, "What experience have you had?" he can refer to this actual work experience which, in turn, has been tied up with the academic work through various seminars of that type.

**MEMBER:** Why does the Bell Telephone Company spend so much money to advertise?

**MR. GILLEN:** Well, in the first place, we don't spend, we think, so much money. We spend what we call a reasonable amount of money. We have many problems that are aided in their solution by advertising.

Ours is a personal service. One of the reasons we advertise is to educate customers as to how to use that service because our service is constantly being changed and the method of using that service is constantly being changed.

There are many other reasons why an institution such as ours should cultivate public goodwill. One way of cultivating public goodwill is to tell people about yourself, your aims, your ambitions, your philosophies and so forth.

**MEMBER:** I would prefer that in the reduction of the bills.

**MR. GILLEN:** If we eliminated all advertising, you would hardly see any reduction in your bill. That is how small the amount is of our total expenses.

**MEMBER:** My question, Dr. Miller, might be addressed to either of the two speakers. It's a wild idea. We lack in the colleges people qualified to teach Physics, Chemistry and Mathematics, the same as is probably true in most of the secondary schools. I wonder whether such a scheme as this might work.

Could we have the Bell Telephone Company send to a college for a year three men, we will say, qualified to teach Physics and Mathematics of the sort that they would like to have as well as the liberal arts? Would the colleges welcome a course if the Bell Telephone Company paid?

Isn't this a way to conceivably meet this shortage of teachers qualified to teach people in the technical area for industry?

**PRESIDENT MILLER:** President Carlson, I think that is one for you to respond to.

**DR. CARLSON:** Yes, I agree with you that Bell Telephone Company should do that.

I would like to ask Mr. Gillen a question, too. I am not going to direct it at the Telephone Company, but I wonder if industry really isn't selling itself short and if it really isn't giving lip service to many of these very fine thoughts that Mr. Gillen has expressed and to which we all subscribe.

All you need to do is to pick up a Sunday issue of the New York Times to find 25c worth of advertising trying to attract young people, the able high school graduate, to become almost anything except what they really are qualified to become. In other words, they will offer a pension system; they will offer take-home pay of—what is the proper take-home pay now?—and give all kinds of promises to get this able young high school boy or girl to become a gasoline station attendant, to go into the kind of routine mechanical sort of work which I think in time will mean that these able young people will not go on to become the kind of executives that Mr. Gillen wants.

Now, Mr. Gillen, the question I raise is this: Should we ask the New York Times to quit taking that advertising so that these young people will come to us and become executives of the Telephone Company?

That was more a comment than a question.

**MR. GILLEN:** One thing you should remember is that there are only a limited number of executives in any corporation so they can't all be presidents. We are not seeking all presidents.

I think that industry, as I said before, has been guilty of insisting and asking for more and more specialization; and I also indicated in my remarks you couldn't get any two businessmen to agree on the subjects. The question of self-interest and the pressures upon business today in the shortage of trained people, I am sure will result in the continuation of a flood of the kind of advertising that you refer to, Doctor.

**PRESIDENT MILLER:** I am sure you all join me in very sincere thanks to the three speakers who have made this such a very interesting afternoon. The meeting is now adjourned.

#### RESPONSIBILITIES OF EVALUATION COMMITTEE CHARMEN

##### *The Commission on Institutions of Higher Education*

The Commission on Institutions of Higher Education held a conference for the chairmen of its evaluating teams Friday afternoon November 25 at 4:30. About forty were present.

Ewald B. Nyquist, Chairman of the Commission, presided, and discussed the selection of chairmen.

F. Taylor Jones, Executive Assistant to the Commission, outlined the chairman's function and responsibility, followed by discussion from the floor.

Wray H. Congdon, Edward K. Cratsley, and Millard E. Gladfelter served as consultants during the discussion.

DINNER SESSION  
THE SPLENDID ANACHRONISM

FRANK H. BOWLES, *Director*

College Entrance Examination Board

My assignment tonight is to speak upon the theme "Education, its Scope and Mission." With all due respect to those who chose this topic, I suggest that it is more nearly a hunting license than a theme. I cannot think of any notion within the whole broad field of human endeavor which could not be worried around into a semblance of conformity with it. Hence, I felt no limitations whatsoever in my own search for a viable thesis.

This morning at breakfast Ordway Tead suggested that the most splendid anachronism I could offer for your consideration would be a speech which did not discuss the student bulge, the teacher shortage, or the financing of higher education. I agreed so fully that I have tried to comply with his suggestion. If in his judgment and yours I have not succeeded fully, you must blame it on human frailty and the contrariness of my typewriter.

My topic tonight is a triple jointed one. It is: What has been happening, what is happening, what is likely to happen to American liberal arts education?

What has been happening to American liberal arts education is that for the past twenty-five years it has been slowing down in its rate of growth and development. This slow down is perhaps the more apparent because the first twenty-five years of this century were a period of very great growth and development in American liberal arts colleges. During that period there was a tremendous improvement in the quality of instruction, due both to the development of university graduate schools, and to the stabilization of the profession through the introduction of pension plans; there was a steady development of the concept that a true liberal arts education depended upon the wide use of books and a concomitant growth in the size and usefulness of libraries; there was a complete overhaul of the liberal arts curriculum to accommodate the social sciences, which had to be introduced, and to reshape the classics, which had been the traditional core of the curriculum, into a humanities program which would complement instead of dominate the social sciences and the sciences; there was a general raising of admissions standards, of instructional standards, and of requirements for graduation. These and other changes, including an expansion and betterment of facilities and equipment, came about largely as a result of foundation support, directed toward

stimulation of inquiry and experiment, plus direct grants in such areas as library improvement, plus private benefactions for general support and for buildings and equipment.

But, in the last twenty-five years, this type of activity has slowed down. There have been very few new ideas introduced into the liberal arts curriculum since 1930, though there has been a considerable use of ideas that were first tried out during the twenties, and most of the development in the liberal arts colleges has been in the direction of consolidation and stabilization, including residence facilities, student personnel programs, and scholarship programs.

I would note parenthetically that the withdrawal of foundation support from the general field of liberal arts education in order to permit concentration on graduate and research activities coincides exactly with the slowdown in the intellectual development of the liberal arts colleges. This is perhaps a coincidence, but I do not think so.

What is happening to the liberal arts colleges is that despite this slowdown, the best of the liberal arts colleges are riding a wave of popularity that is without precedent in our history. For some of these colleges, applications seem to grow on every tree, and the demand for admission to them is matched only by the demand for their graduates. This popularity presents us with a paradox in that there is a considerable amount of talk within these same colleges about the decline of the liberal arts coming from declining standards of preparation and a rising tide of professionalism. But this popularity, while widespread, is not uniform. There are many liberal arts colleges that enjoy only the overflow of the popularity and some that do not enjoy it at all, and this presents us with another paradox which suggests that this popularity rests upon factors in addition to a wide demand for a liberal arts education.

What is likely to happen to the liberal arts colleges is to be controlled by the manner in which these colleges will deal with the problems that will in the next twenty-five years be brought to us by the rising tide of students about which we are already well informed. If these colleges can reverse their slowdown, and there are signs of an intent to do so, they cannot only hold their present highly respected position but can extend their influence into professional and even vocational fields which they now touch only in a service capacity.

But at present most of the signs point to a steady continuance of the slowdown which has now been operating for so many years. The principal signs are to be found in the announced plans for development of liberal arts colleges to deal with the rising tide of students. In general, these plans are in terms of expansion of from zero percent to twenty-five percent. But we know that by some date which is now

placed between 1960 and 1965, we shall be dealing with a potential college population that is to be double the size of our present one. The difference between the size of the plans and the size of the need amounts in effect to an acceptance of a diminishing role in American higher education. In other words, this will mean that these liberal arts colleges, which have been the single most important factor in our social and cultural development, will be hemmed within a constricting intellectual perimeter which will in time force them into the uncomfortable position of being an anachronism. In terms of their past, in terms of their ideals, they will be a splendid anachronism, but they will become an anachronism for all their splendor.

Now, over the course of the history of education in the United States, we have had a tendency, which is perhaps a natural one, to talk about our educational system in terms of discrete units—secondary, undergraduate, graduate, and professional—and to focus on one unit at a time, sometimes for a period of years. There is perhaps a discernible cycle in this concentration. We are, at present, in a phase of focusing on undergraduate education. Only a few years ago we were spending a great deal of time discussing the problems involved in making a secondary education fully available to all of secondary school age, and for a few years before that we had been spending our time on the problems of standards, definitions and curricula for undergraduate education. Around the turn of the century and for perhaps twenty years before that the focus was on the building of universities and the determination of their place in American life. Still earlier, it was on the establishment of a system of tax-supported secondary education, and in the mid-nineteenth century our main concern was the founding of liberal arts colleges.

The history of this tendency takes its fascination from the fact that it serves to identify the problems with which each generation was concerned. But the result of the tendency is to draw our attention to the present and to leave little time to consider the future. This, in a sense, has been what has happened to liberal arts education. In focusing on other matters we have failed to feed new ideas into our undergraduate colleges and have, instead, concentrated on developing the ideas we had. These ideas have included more diversity and more flexibility in undergraduate programs, more liberal arts materials in professional programs, a great deal more attention to student needs outside of the classroom, and large scale development of scholarship programs. These ideas are all good, but many of them as they have been worked out have had a tendency to stabilize rather than to foster growth. They have made liberal arts colleges more attractive and more useful, but they have not opened many exciting vistas for the mind. Where may we find such vistas?

It is of the essence of our system of education that there must be a strong and continuing relationship between our undergraduate liberal arts colleges and our universities. This is necessary for the universities which are not self-contained, as they may appear to be, but must draw upon feeder colleges for a large part of their student bodies. But it is even more necessary for liberal arts colleges for another reason.

It is the task of a liberal arts college to provide the formal and introductory part of a liberal education. Once provided, it may or may not be pursued in depth in a university. But this can be done only if two conditions are fulfilled. The first is that colleges and universities must be working within the same intellectual frame of reference so that the intellectual passage of the student from one to the other may be accomplished; the second is that there must exist a physical—that is to say, an administrative—alliance between the two.

Thus, when a college prepares a student for university work and sends him to a university, the college becomes in a sense a part of the university to which its student has gone. A college that sends many students to many universities becomes a part of them all. Conversely, a university that prepares one of its students for teaching and sends him to a liberal arts college to teach is cementing and emphasizing this relationship. Some colleges have in this sense membership in many universities, some have membership in few.

The administrative device by which this traffic is carried on is what we call accrediting. It is a device, and nothing more, for defining the size of the community of higher education within which students may move freely. This community is not large, and its inner circle is fairly small. The last accepted list of the Association of American Universities, published in 1948, is a guide to the size of the circle within which students could move with freedom. It consisted of the members of the Association, numbering then fewer than forty, and some one hundred and eight colleges which were fully accepted into membership in that university community.

In general, the strongest and most secure liberal arts colleges in the country are those that are a physical part of a university. These colleges may not, and in many cases do not, have the physical facilities of separate liberal arts colleges, but they do have the asset of immediate access for their students to the full resources of a university.

It is significant that these colleges all enjoy full membership in the university community of which I spoke a moment ago. Their students move with full freedom within the universities of the country. It is also significant, I think, that these undergraduate university colleges have indicated a willingness to expand their facilities, which

indicates that they have not found size to be a controlling factor in excellence of education. (They do find money to be a controlling factor as to size, but don't we all.)

There is another group of liberal arts colleges, on the whole smaller individually than the university colleges, but as strong, or even stronger in terms of assets and resources directly applicable to liberal arts education. These colleges in this group, like the university colleges, enjoy full membership in the community of higher education. But they differ from the university colleges in one significant respect. In general, they have not announced any commitment to deal with increasing numbers. There is, within the context within which I am talking, a very sound reason for this. They have worked out a stable position within the university community. They know their resources, their methods and their relationship, and they have reason to know that any expansion large enough to be significant would affect all three. For colleges in this group to keep pace with student pressures would require, logically, that they double themselves. In most cases this would require an effort fully equivalent to founding a new college, and this requirement would bring up the simple question of why not found a new college instead of rebuilding the existing one.

Next in order of position within the university community there comes a much larger group of colleges with much narrower university relationships. This group of colleges is now in a time of uncertainty. They recognize, and anyone who knows them must recognize, that their first need is to consolidate their position. To do so requires an increase in the two-way traffic between these colleges and the universities which are the center of the university community, but this can be achieved only as standards are raised and resources are improved. We have heard relatively little from colleges in this group as to their plans to expand physically, but it is abundantly evident from their present activities in the area of student recruiting and fund raising, that they are very much concerned with the problem of self-improvement. We may expect that institutions in this group as they do consolidate their position may, in the process of doing so, make some increases in their size. However, without a good deal of help that is not now in sight, this will be a slow process.

Finally, we come to a group of colleges that consists of those passed by in the development of the university community, local colleges founded a century ago to fill a need, keeping alive over many years by serving a small community, but unable in recent years to keep pace either with the improvement in secondary education (so that they are not so much above the secondary level as to be able to attract strong students) or with the developments in scholarship and research, so that they have been able to send only a few of their best students

on to university study. This group of colleges sending on only a few students to universities has also had difficulty in drawing university products to their faculties, so that they have either not developed or have lost the membership in the university community which seems to be so essential for a liberal arts college. In the process they have also lost much of their ability to attract students, so that many of them are living today with a student body below capacity or with a capacity student body recruited only with great difficulty.

There can be no doubt as to the attitude of this group of colleges towards expansion. They would love it. Many of them are waiting impatiently for the signs of the rising tide of students. But if the students who come to us with the rising tide are motivated by the same requirements as to what they will accept from colleges as are our present students, these colleges may well be disappointed by their ability to attract a larger or a better student body.

Whether or not this approach to an analysis of the relationship between strength and the expansion of liberal arts education is an accurate one, it does at least provide some explanations as to why the liberal arts colleges do not present us with expansion plans that meet the apparent needs.

If the analysis be accepted, then there must also be accepted the implicit assumption that the universities must accept a dual responsibility in preparing for the time of pressure. They must on the one hand undertake and care for their own problems of expansion, for they will have many such. But on the other hand they will have the task of helping to bring into the university community those colleges that are not now fully within that community. By so doing they will be following the sensible principle of developing our present resources to the utmost before undertaking to develop new resources.

But this solution depends on the availability of universities, and this is the rub. At present we do not have enough that have sufficient stature to make a real contribution to any further enlargement of the university community. The supply of really strong graduate schools in America is small. There are barely forty members in the Association of American Universities. There are forty to sixty more full-sized graduate schools of varying strengths and perhaps fifty more institutions that can be classed as graduate schools by virtue of one or more strong, but usually small, programs of advanced study. And while it is possible to develop more universities, we must note that the last establishment of a major university in America took place thirty years ago with the rebuilding of Trinity College into Duke University.

Although it is, I believe, evident that there is a relationship in which colleges support universities through sending students to them,

and in which universities support colleges by engaging in research and in supplying teachers, I do not believe that anyone knows how many colleges are required to support a university student body nor how many colleges can be supported as to faculty by any given university. However, I believe that the numbers would prove surprisingly small if they were studied to the point of conclusion. The size of the university community, as defined by the last AAU list, would suggest that it is in the ratio of four colleges to one university. Whether or not this be ridiculously small, and it certainly sounds that way, it does nevertheless work out to a fair approximation of the relationship between the universities of good and of superior rank and the colleges of good and of superior rank.

The existence of this relationship brings us to the following interesting problem:

Let us suppose that it might be possible, through a coordination of effort, to develop fifty new liberal arts colleges, which, according to all the figures, we will need desperately in a few years. Let us even suppose that we could accomplish the initial staffing of these colleges, a supposition which flies in the face of the fact that no one present in this room can imagine such an accomplishment. Even so, where would we find the five or ten universities that, according to the present apparent relationship, would be required in order to maintain the necessary two-way flow of mutual support?

However, I do not believe that the problem is quite as serious as I have suggested. We have a sizeable number of institutions that can, with leadership, and fairly modest sums of money, develop into good universities offering wide professional and graduate opportunities, provided they can establish the necessary supporting relationships with a group of liberal arts colleges. And we have a sizeable group of liberal arts colleges now struggling along without membership in the university community. It is absolutely necessary that the university community be enlarged to provide full membership for both of these groups. It may be argued that such a task is beyond our resources. Yet the interesting point with respect to this argument is that this task is not as great as the one which was performed during the latter part of the nineteenth century and the early part of this century when a combination of leadership, of planned approach, and of private benefactions changed the entire pattern of American education.

Today our resources are immeasurably greater than they were fifty years ago. Today we have a general understanding of our problems that is much clearer than the general understanding of the problems of fifty years ago. It would seem strange indeed if despite these resources and despite our understanding of our problems, we were to allow our finest resource to lapse into the status of an anachronism.

# MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

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## LIST OF MEMBER INSTITUTIONS OF HIGHER EDUCATION

JANUARY 1, 1956

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### THE MEANING AND USE OF ACCREDITATION OF INSTITUTIONS OF HIGHER EDUCATION BY THE MIDDLE STATES ASSOCIATION

Accreditation by the Middle States Association of Colleges and Secondary Schools means that an institution of higher education so accredited has been evaluated by the Commission on Institutions of Higher Education and has been found qualified for membership in the Association which exists for mutual encouragement and helpfulness in the improvement of educational programs and facilities and the broadening of educational opportunity. The evaluation of an institution is conceived in terms of an examination of institutional objectives and the success with which those objectives are, in fact, fulfilled.

Qualitative standards are employed in an evaluation. The whole institution, including all instructional and non-instructional activities, is examined. Accreditation, when granted, therefore, is extended to the whole institution. This accreditation does not necessarily mean, however, that all constituent units of an institution are of uniform quality.

Accreditation does not constitute an unqualified recommendation that credits earned toward graduation from an accredited institution be transferred to meet requirements for graduation from another institution. Transfer of credits, in any case, should be determined by the colleges concerned in terms of the purpose and objectives of the institution which is to grant the degree, and the extent to which credit earned at another institution is appropriate to the articulated program leading to the degree in question. Accredited institutions are presumed and believed to offer commendable educational programs leading to the fulfillment of their own particular objectives. They are not necessarily presumed or expected to offer work appropriate to the purposes and objectives of all other accredited institutions.

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Beginning in 1954, the Commission on Institutions of Higher Education adopted a scheme of listing, where applicable, two dates after the name of an institution. The first date indicates the year of initial accreditation with the Middle States Association in whatever category that accreditation was granted. The second date listed represents the year of the most recent reaffirmation of accreditation as a result of a re-evaluation of the institution concerned. If only one date appears, it is the date of initial accreditation.

The original list was adopted in 1921, and institutions listed with a first date of that year are charter members of the Association. Engineering schools were first included in 1927, Junior Colleges in 1932 and Teachers Colleges in 1937, and all other professional, technical and specialized institutions in 1954. The city following the name of the college is the post office address as listed in the U. S. Postal Guide.

## I. INSTITUTIONS GRANTING BACCALAUREATE AND HIGHER DEGREES

COLLEGE	LOCATION	HEAD
	<b>DELAWARE</b>	
University of Delaware (1921; 1954)	Newark .....	John A. Perkins
	<b>DISTRICT OF COLUMBIA</b>	
American University ..(1928; 1951)	Washington 16 .....	Hurst Robbins Anderson
Catholic University of America .... (1921; 1947)	Washington 17 .....	Most Rev. Bryan J. McEntegart
District of Columbia Teachers College (1943; 1953)	Washington 9 .....	Walter E. Hager
Dunbarton College of the Holy Cross (1940; 1952)	Washington 7 .....	Sister M. Mildred Dolores
George Washington University .... (1921; 1955)	Washington 6 .....	Cloyd Heck Marvin
Georgetown University ..(1922; 1951)	Washington 7 .....	V. Rev. Edward B. Bunn, S.J.
Howard University .....(1921)	Washington 1 .....	Mordecai W. Johnson
Trinity College .....(1921; 1950)	Washington .....	Sister Mary Patrick
Washington Missionary College .... (1942; 1950)	Washington 12 .....	William H. Shephard
	<b>MARYLAND</b>	
College of Notre Dame of Maryland.. (1925; 1950)	Baltimore 10 .....	Sister Margaret Mary, S.S.N.D.
Goucher College .....	Towson, Baltimore 4 ....	Otto F. Kraushaar
Hood College .....	Frederick .....	Andrew G. Truxal
Johns Hopkins University ....(1921)	Baltimore 18 .....	Lowell J. Reed
Loyola College .....	Baltimore 10 .....	V. Rev. Vincent F. Beatty, S.J.
Maryland State College .....	Princess Anne .....	John T. Williams
Morgan State College .....	Baltimore 12 .....	Martin D. Jenkins
Mt. St. Agnes College ..(1937; 1949)	Baltimore 9 .....	Sister Mary Cleophas Costello, R.S.M.
Mount St. Mary's College .....	Emmitsburg .....	V. Rev. John J. Sheridan
Peabody Conservatory of Music.... (1955)	Baltimore 2 .....	Reginald Stewart
St. John's College .....(1923; 1953)	Annapolis .....	Richard D. Weigle
St. Joseph College .....	Emmitsburg .....	Sister Hilda
St. Mary's Seminary and University .. (1951)	Baltimore .....	Rev. Lloyd P. McDonald, S.S.
State Teachers College .....(1953)	Frostburg .....	Lillian C. Compton
State Teachers College .....(1949)	Towson 4 .....	Earle T. Hawkins
United States Naval Academy (1947)	Annapolis .....	Rear Admiral Walter F. Boone
University of Maryland .(1921; 1955)	College Park .....	Wilson H. Elkins
Washington College ....(1925; 1953)	Chestertown .....	Daniel Z. Gibson
Western Maryland College .....	Westminster .....	Lowell S. Ensor
Woodstock College ......(1944)	Woodstock .....	Rev. Joseph F. Murphy, S.J.

COLLEGE	LOCATION	HEAD
<b>NEW JERSEY</b>		
Caldwell College for Women..(1952)	Caldwell .....	Mother M. Joseph, O.P.
College of St. Elizabeth (1921; 1953)	Convent Station .....	Sister Hildegarde Marie Mahoney
Douglass College .....	New Brunswick .....	Mary Alice Bunting
Drew University .....	Madison .....	Fred G. Holloway
Fairleigh Dickinson College .....	Rutherford .....	Peter Sammartino
(1948; 1951)		
Georgian Court College..(1922; 1954)	Lakewood .....	Sister Marie Anna
Newark College of Engineering .....	Newark 2 .....	Robert W. Van Houten
(1934; 1952)		
Princeton University .....	Princeton .....	Harold Willis Dodds
Rider College .....	Trenton 9 .....	Franklin F. Moore
Rutgers University .....	New Brunswick .....	Lewis Webster Jones
St. Peter's College .....	Jersey City .....	James J. Shanahan
Seton Hall University .....	South Orange .....	Rev. Msgr. John L. McNulty
State Teachers College .....	Montclair .....	E. DeAlton Partridge
State Teachers College .....	Trenton 5 .....	Roscoe L. West
Stevens Institute of Technology .....	Hoboken .....	Jess H. Davis
(1927)		
Upsala College .....	East Orange .....	Rev. Evald Benjamin Lawson
<b>NEW YORK</b>		
Adelphi College .....	Garden City .....	Paul Dawson Eddy
Alfred University .....	Alfred .....	M. Ellis Drake
Bard College .....	Annandale-on-Hudson .....	James H. Case, Jr.
Barnard College .....	New York City .....	Millicent C. McIntosh
Brooklyn College .....	Brooklyn 10 .....	Harry D. Gideonse
C. W. Post College of Long Island University .....	Greenvale, L. I. .... (Box 247)	Richard L. Conolly
Canisius College .....	Buffalo 8 .....	Rev. Philip E. Dobson, S.J.
City College .....	New York City .....	Buell G. Gallagher
Clarkson College of Technology ....	Potsdam .....	William Van Note
(1927)		
Colgate University .....	Hamilton .....	Everett N. Case
College of Mt. St. Vincent .....	New York City 71 .....	Sister Catharine Marie
College of New Rochelle .....	New Rochelle .....	Mother M. Dorothea Dunkerley
College of Saint Rose .....	Albany 3 .....	Sister Catherine Francis, C.S.J.
Columbia University .....	New York City 27 .....	Grayson L. Kirk
Cooper Union .....	New York City 3 .....	Edwin S. Burdell
Cornell University .....	Ithaca .....	Deane Waldo Malott
D'Youville College .....	Buffalo 1 .....	Sister Regina Marie
Elmira College .....	Elmira .....	J. Ralph Murray
Fordham University .....	New York City 58 .....	Rev. Laurence J. McGinley, S.J.
Good Counsel College .....	White Plains .....	Mother M. Dolores
Hamilton College .....	Clinton .....	Robert W. McEwen
Hartwick College .....	Oneonta .....	Miller A. F. Ritchie
Hobart College (Colleges of the Seneca) .....	Geneva .....	H. Newton Hubbs, Acting
(1921; 1953)		
Hofstra College .....	Hempstead, L. I. ....	John Cranford Adams
Houghton College.....	Houghton .....	Stephen W. Paine
Hunter College .....	New York City 21 .....	George N. Shuster
Iona College .....	New Rochelle .....	Brother William H. Barnes
Ithaca College .....	Ithaca .....	Leonard B. Job
(1955)	New York City 27 .....	Louis Finkelstein
Jewish Theological Seminary of America .....	Los Angeles, Calif. ....	Simon Greenberg
(1954)	Keuka Park .....	Katherine Gillette Blyley
University of Judaism .....		
Keuka College .....		
(1927; 1954)		

COLLEGE	LOCATION	HEAD
Le Moyne College .....	Syracuse 3 .....	Rev. Robert F. Grewen, S.J.
Long Island University .....	Brooklyn 1 .....	Richard L. Connolly
Manhattan College .....	New York City 71 .....	Brother Augustine Philip, F.S.C.
Manhattanville College of the Sacred Heart .....	Purchase .....	Mother Eleanor M. O'Byrne, R.S.C.J.
Maryknoll Teachers College .....	Maryknoll .....	Sister Jeanne Marie, Acting
Marymount College .....	Tarrytown-on-Hudson .....	Mother M. du Sacre Coeur Smith, R.S.H.M.
Mt. St. Joseph Teachers College..... (1951)	Buffalo .....	Sister M. Hubert
Nazareth College .....	Rochester 18 .....	Mother M. Helene
New York University .....	New York City 3 .....	Henry Townley Heald
Niagara University .....	Niagara Falls .....	V. Rev. Francis L. Meade, C.M.
Notre Dame College of Staten Island (1942)	Staten Island 1 .....	Mother Saint Egbert
Polytechnic Institute of Brooklyn .....	Brooklyn .....	Harry S. Rogers
(1927; 1955)		
Pratt Institute .....	Brooklyn 5 .....	Francis H. Horn
Queens College .....	Flushing 67 .....	John J. Theobald
Rensselaer Polytechnic Institute..... (1927)	Troy .....	Livingston W. Houston
Russell Sage College .....	Troy .....	Lewis A. Froman
St. Bernardine of Siena College .....	Loudonville .....	Rev. Edmund F. Christy, O.F.M.
(1943; 1953)		
St. Bonaventure University .....	St. Bonaventure .....	Rev. Brian Lhota
(1924; 1953)		
St. John's University .....	Brooklyn 6 .....	V. Rev. John A. Flynn, C.M.
St. Joseph's College for Women .....	Brooklyn 5 .....	V. Rev. Francis X. Fitzgibbon, Acting
(1928; 1952)		
St. Lawrence University .....	Canton .....	Eugene Garrett Bewkes
Sarah Lawrence College (1937; 1955)	Bronxville 8 .....	Harold Taylor
Skidmore College .....	Saratoga Springs .....	Henry T. Moore
State University of New York (1952)	Albany 1 .....	William S. Carlson
Harpur College .....	Endicott .....	Glenn G. Bartle
College of Forestry .....	Syracuse .....	Hardy L. Shirley
Downstate Medical Center .....	Brooklyn 2 .....	Howard W. Potter
Maritime College .....	Fort Schuyler 61, New York City .....	Calvin T. Durgin
Upstate Medical Center .....	Syracuse .....	William R. Willard
College for Teachers .....	Albany .....	Evan R. Collins
College for Teachers .....	Buffalo .....	Harvey M. Rice
Teachers College .....	Brockport .....	Donald M. Tower
Teachers College .....	Cortland .....	Donnal V. Smith
Teachers College .....	Fredonia .....	Harry Porter
Teachers College .....	Geneseo .....	Francis J. Moench
Teachers College .....	New Paltz .....	William J. Haggerty
Teachers College .....	Oneonta .....	Royal F. Netzer
Teachers College .....	Oswego .....	Foster S. Brown
Teachers College .....	Plattsburg .....	George W. Angell
Teachers College .....	Potsdam .....	Frederick W. Crumb
Agricultural and Technical Institute (1952)	Alfred .....	Paul B. Orvis
Agricultural and Technical Institute (1952)	Canton .....	Albert E. French
Agricultural and Technical Institute (1952)	Delhi .....	W. F. Kennaugh, Acting
Agricultural and Technical Institute (1952)	Morrisville .....	Malcolm B. Galbreath

COLLEGE	LOCATION	HEAD
Institute of Agriculture and Home Economics ..... (1952)	Cobleskill .....	Ray L. Wheeler
Long Island Agricultural and Technical Institute ..... (1952)	Farmingdale, L. I. ....	Halsey B. Knapp
Syracuse University ..... (1921)	Syracuse 10 .....	William Pearson Tolley
Union University ..... (1921)	Schenectady .....	Carter Davidson
United States Merchant Marine Academy ..... (1949)	Kings Point, L. I. ....	Rear Admiral Gordon McLintock, U.S.M.S.
United States Military Academy.... (1949)	West Point .....	Lieut. Gen. Blackshear M. Bryan
University of Buffalo ..... (1921)	Buffalo 14 .....	Claude E. Puffer, Acting
University of Rochester ..... (1921)	Rochester 3 .....	C. W. de Kiewiet
Vassar College ..... (1921)	Poughkeepsie .....	Sarah Gibson Blanding
Wagner Lutheran College .... (1936)	Staten Island .....	David M. Delo
Webb Institute of Naval Architecture. (1950)	Glen Cove, L. I. ....	Rear Admiral Frederick E. Haeberle
Wells College ..... (1921)	Aurora .....	Louis Jefferson Long
William Smith College (Colleges of the Seneca) ..... (1921; 1953)	Geneva .....	H. Newton Hubbs, Acting
Yeshiva University ..... (1948)	New York City 33 .....	Samuel Belkin
<b>PENNSYLVANIA</b>		
Academy of the New Church.. (1952)	Bryn Athyn .....	George de Charms
Albright College ..... (1926; 1953)	Reading .....	Harry V. Masters
Allegheny College ..... (1921; 1954)	Meadville .....	Lawrence L. Pelletier
Alliance College ..... (1938; 1952)	Cambridge Springs .....	Arthur P. Coleman
Beaver College ..... (1946)	Jenkintown .....	Rev. Raymon M. Kistler
Bryn Mawr College ..... (1921)	Bryn Mawr .....	Katharine McBride
Bucknell University .... (1921; 1951)	Lewisburg .....	Merle M. Odgers
Carnegie Institute of Technology..... (1921; 1954)	Pittsburgh 13 .....	John C. Warner
Cedar Crest College .... (1944; 1950)	Allentown .....	Dale H. Moore
Chatham College ..... (1924)	Pittsburgh 32 .....	Paul R. Anderson
Chestnut Hill College ..... (1930)	Philadelphia 18 .....	Sister Catharine Frances
College Misericordia ..... (1935)	Dallas .....	Sister Annunciata Merrick, R.S.M.
Dickinson College ..... (1921; 1949)	Carlisle .....	William Wilcox Edel
Drexel Institute of Technology ..... (1927; 1953)	Philadelphia 4 .....	James Creese
Dropsie College for Hebrew and Cognate Learning ..... (1954)	Philadelphia .....	Abraham A. Neuman
Duquesne University ..... (1935)	Pittsburgh 19 .....	Rev. V. F. Gallagher
Eastern Baptist College ..... (1954)	St. Davids .....	Gilbert L. Guffin
Eastern Baptist Theological Seminary (1954)	Philadelphia .....	Gilbert L. Guffin
Elizabethtown College ..... (1948)	Elizabethtown .....	A. C. Baugher
Franklin and Marshall College ..... (1921; 1950)	Lancaster .....	William Webster Hall
Gannon College ..... (1951)	Erie .....	Rev. Joseph J. Wehrle
Geneva College ..... (1922)	Beaver Falls .....	Charles M. Lee
Gettysburg College ..... (1921; 1954)	Gettysburg .....	John S. Rice, Acting
Grove City College ..... (1922)	Grove City .....	Wier C. Ketler
Haverford College ..... (1921; 1953)	Haverford .....	Archibald MacIntosh, Acting
Immaculata College .... (1928; 1954)	Immaculata .....	Sister Mary of Lourdes
Juniata College ..... (1922; 1951)	Huntingdon .....	Calvert N. Ellis
King's College ..... (1955)	Wilkes-Barre .....	Rev. George P. Benaglia, C.S.C.
Lafayette College ..... (1921)	Easton .....	Ralph Cooper Hutchison
LaSalle College ..... (1930)	Philadelphia 41 .....	Brother E. Stanislaus, F.S.C.

COLLEGE	LOCATION	HEAD
Lebanon Valley College... (1922; 1952)	Annville .....	Frederic K. Miller
Lehigh University ..... (1921; 1947)	Bethlehem .....	Martin D. Whitaker
Lincoln University ..... (1922; 1953)	Lincoln Univ. P. O. ....	Horace Mann Bond
Lycoming College ..... (1934; 1950)	Williamsport .....	D. Frederick Wertz
Marywood College ..... (1921; 1951)	Scranton 9 .....	Sister M. Eugenia
Mercyhurst College ..... (1931; 1955)	Erie .....	Mother M. Eustace Taylor
Moravian College ..... (1922; 1952)	Bethlehem .....	Rev. Raymond S. Haupert
Mount Mercy College ... (1935; 1951)	Pittsburgh 13 .....	Sister M. Muriel, Acting
Muhlenberg College ..... (1921; 1955)	Allentown .....	J. Conrad Seegers
Pennsylvania Military College. (1954)	Chester .....	Maj. Gen. E. E. MacMorland
Pennsylvania State College of Optometry .....	Philadelphia .....	Albert Fitch
Pennsylvania State University. (1921)	University Park .....	Milton S. Eisenhower
Philadelphia Textile Institute... (1925)	Philadelphia 6 .....	Bertrand W. Hayward
Rosemont College ..... (1930; 1954)	Rosemont .....	Mother Mary Chrysostom
St. Francis College ..... (1939; 1955)	Loretto .....	Rev. Xavier Crowley
St. Joseph's College ..... (1922; 1955)	Philadelphia 31 .....	V. Rev. Edward G. Jacklin, S.J.
St. Vincent College ..... (1921)	Latrobe .....	Rev. Quentin L. Schaut, O.S.B.
Seton Hill College ..... (1921; 1950)	Greensburg .....	Rev. William G. Ryan
State Teachers College ..... (1950)	Bloomsburg .....	Harvey G. Andruss
State Teachers College ..... (1951)	California .....	C. Herman Grose
State Teachers College ..... (1951)	Cheyney .....	James Henry Duckrey
State Teachers College ..... (1948)	Clarion .....	Paul G. Chandler
State Teachers College ..... (1950)	East Stroudsburg .....	Joseph F. Noonan
State Teachers College ..... (1949)	Edinboro .....	Thomas R. Miller
State Teachers College... (1941; 1955)	Indiana .....	Willis E. Pratt
State Teachers College ..... (1944)	Kutztown .....	Q. A. W. Rohrbach
State Teachers College ..... (1949)	Lock Haven .....	Richard T. Parsons
State Teachers College .. (1942; 1955)	Mansfield .....	James G. Morgan
State Teachers College ..... (1950)	Millersville .....	D. L. Biemesderfer
State Teachers College .. (1939; 1952)	Shippensburg .....	Harry L. Kriner
State Teachers College ..... (1943)	Slippery Rock .....	Dale W. Houk
State Teachers College ..... (1946)	West Chester .....	Charles S. Swope
Susquehanna University... (1930; 1954)	Selinsgrove .....	G. Morris Smith
Swarthmore College ..... (1921; 1947)	Swarthmore .....	Courtney C. Smith
Temple University ..... (1921)	Philadelphia 22 .....	Robert L. Johnson
Thiel College ..... (1922)	Greenville .....	Fredric B. Irvin
University of Pennsylvania..... (1921; 1953)	Philadelphia 4 .....	Gaylord P. Harnwell
University of Pittsburgh. (1921; 1953)	Pittsburgh 13 .....	Edward H. Litchfield
University of Scranton ..... (1927)	Scranton 3 .....	Rev. John J. Long, S.J.
Ursinus College ..... (1921)	Collegeville .....	Norman E. McClure
Villa Maria College ..... (1933)	Erie .....	Mother Aurelia
Villanova University ... (1921; 1950)	Villanova .....	Rev. James A. Donnellon, O.S.A.
Washington & Jefferson College ... (1921)	Washington .....	Boyd C. Patterson
Waynesburg College ..... (1950)	Waynesburg .....	Paul R. Stewart
Westminster College .... (1921; 1951)	New Wilmington .....	Will W. Orr
Westminster Theological Seminary... (1954)	Philadelphia 18 .....	Ned Bernard Stonehouse
Wilkes College ..... 1937; 1949)	Wilkes-Barre .....	Eugene S. Farley
Wilson College ..... (1922)	Chambersburg .....	Paul Swain Havens
PUERTO RICO		
Catholic University of Puerto Rico... (1953)	Ponce .....	V. Rev. William Ferrée, S.M.
College of the Sacred Heart ... (1950)	Santurce .....	Mother R. Arsuaga, R.S.C.J.
Polytechnic Institute of Puerto Rico... (1944; 1954)	San German .....	Ronald C. Bauer
University of Puerto Rico (1946; 1955)	Rio Piedras .....	Jaime Benitez

## II. JUNIOR COLLEGES

COLLEGE	LOCATION	HEAD
Bennett Junior College ..(1938; 1954)	Millbrook, N. Y. ....	Miss Courtney Carroll
Briarcliff Junior College .....	Briarcliff Manor, N. Y... (1944; 1950)	Mrs. Ordway Tead
Canal Zone Junior College (1941; 1955)	Balboa, C. Z. ....	Roger C. Hackett
Centenary Junior College .....	Hackettstown, N. J. .... (1932; 1952)	Edward W. Seay
Concordia Collegiate Institute .....	Bronxville, N. Y. ....	Albert E. Meyer
(1941; 1954)		
Finch College .....	New York City 21 .....	Roland R. De Marco
Georgetown Visitation Junior College. (1933; 1951)	Washington 7, D. C. ....	Mother M. Cecilia Clark
Hershey Junior College ..(1943; 1952)	Hershey, Pa. ....	V. H. Fenstermacher
Immaculata Junior College (1937; 1952)	Washington 16, D. C. ....	Sister Marie Angele, S.P.
Jersey City Junior College ....(1949)	Jersey City, N. J. ....	George M. Maxwell, Acting
Keystone Junior College ..(1936; 1951)	La Plume, Pa. ....	Blake Tewksbury
Monmouth Junior College ....(1952)	Long Branch, N. J. ....	Edward G. Schlaefer
Montgomery Junior College ..(1950)	Takoma Park 12, Md. ....	Donald E. Deyo
Mount Aloysius Junior College .. (1943; 1952)	Cresson, Pa. ....	Sister Mary Anne McCue, R.S.M.
Packer Collegiate Institute .. (1932; 1949)	Brooklyn 2, N. Y. ....	Paul David Shafer
St. Charles College ....(1939; 1951)	Catonsville, Md. ....	Rev. George A. Gleason, S.S.
St. Joseph's Seraphic Seminary. 1952)	Callicoon, N. Y. ....	Rev. Pascal F. Foley, O.F.M.
Valley Forge Military Junior College (1954)	Wayne, Pa. ....	Col. Milton G. Baker
Wesley Junior College .. (1950)	Dover, Del. ....	J. Paul Slaybaugh

## LIST OF ACCREDITED SECONDARY SCHOOLS

### JANUARY 1, 1956

Inclusion on the List of Accredited Secondary Schools of the Middle States Association of Colleges and Secondary Schools means that the secondary school has been evaluated using the procedures and materials as directed by the Commission on Secondary Schools. Reports of this evaluation are considered by State Advisory Committees and by the Commission. The names of schools whose reports have been considered acceptable by the Commission are included on the List of Accredited Secondary Schools.

It is recognized that all phases of the programs of accredited secondary schools are not of uniform quality. It is believed by the Commission on Secondary Schools that work done in accredited schools can be accepted without question when the objectives of the receiving school are similar to those of the sending school, or if the objectives for the program of the pupil are similar in the sending and receiving schools. Higher institutions accepting graduates of accredited schools are expected to accept the responsibility for determining whether the quality and nature of the graduate's program is appropriate in terms of the program to be followed in the higher institution.

Schools are accredited according to the procedures of the Cooperative Study of Secondary School Standards. Information concerning evaluation may be secured from the Cooperative Study of Secondary School Standards, 1785 Massachusetts Ave., N. W., Washington 6, D. C., or The Commission on Secondary Schools, 3401 Woodland Ave., Philadelphia 4, Pa.

(The date of first accreditation follows the name of the school. The date of the earliest accreditation of a constituent part is used in the case of consolidated, union, or joint districts. The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
<b>DELAWARE</b>		
Alexis I. duPont Junior-Senior High School .....	Wilmington 6 .....	Thomas W. Howie
	(Kennett Pike)	
Archmere Academy (Boys) .....	Claymont .....	Rev. Justin E. Diny, O.Praem.
Caesar Rodney Junior-Senior High School .....	Camden .....	William B. Simpson
Claymont Junior-Senior High School..	Claymont .....	Harvey E. Stahl
Delmar Junior-Senior High School..	Delmar .....	Herman R. Elzey
Dover Junior-Senior High School ...	Dover .....	Morrell L. Vehslage
Friends School .....	Wilmington 3 .....	Wilmot R. Jones
	(Alapocas Drive)	
Georgetown Junior-Senior High School .....	Georgetown .....	James B. Owen
Harrington Junior-Senior High School .....	Harrington .....	Jacob C. Messner
Henry C. Conrad High School. (1947)	Wilmington 4 .....	Clarence Wallace Cummings
	(Woodcrest)	
Laurel Junior-Senior High School...	Laurel .....	Leon B. Elder
Lewes Junior-Senior High School....	Lewes .....	James A. Moore
	(Savannah Rd.)	
Middletown Junior-Senior High School .....	Middletown .....	Ellis K. LeCrone
Milford Junior-Senior High School...	Milford .....	Ramon C. Cobbs
	(Lake Ave.)	
Mount Pleasant Junior-Senior High School .....	Wilmington 3 .....	E. Raymond Swinger
New Castle—William Penn High School .....	New Castle .....	Charles E. Smith
Newark .....	Newark .....	Frederick B. Kutz
	(Academy St.)	
Rehoboth High School .....	Rehoboth Beach .....	J. A. Vansant
Saint Andrew's School (Boys) (1936)	Middletown .....	Rev. Walden Pell, 2d
Salesianum School for Boys ... (1944)	Wilmington 1 .....	Rev. Thomas A. Lawless, O.S.F.S.
	(801 West St.)	

SCHOOL	LOCATION	HEAD
Sanford Preparatory School ... (1938)	Hockessin .....	Mrs. Ellen Q. Swain
Seaford High School ..... (1930)	Seaford ..... (DuPont Rd)	Edward J. Moynihan
Smyrna—John Bassett Moore Junior-Senior High School ..... (1928)	Smyrna .....	George W. Wright
Tatnall School, The (Girls) ... (1956)	Wilmington 5 .....	Mrs. Josephine G. Myers
Tower Hill School ..... (1928)	Wilmington 6 .....	Rev. W. Brooke Stabler
Ursuline Academy (Girls) ... (1928)	Wilmington 6 .....	Mother Margaret Mary, O.S.U.
<i>Wilmington Public High Schools:</i>		
Howard Senior High School (1930)	Wilmington 1 .....	George A. Johnson
Pierre S. duPont Junior-Senior High School ..... (1936)	Wilmington 2 .....	Samuel P. Maroney
Wilmington High School ... (1928)	Wilmington 6 .....	Clarence A. Fulmer
<b>DISTRICT OF COLUMBIA</b>		
Academy of the Holy Cross (Girls) ... (1930)	Washington 8 .....	Sister M. Fernando, C.S.C.
Academy of Notre Dame (Girls) ... (1931)	Washington 2 .....	Sister Elise, S.N.D.
Academy of the Sacred Heart (Girls) ... (1932)	(N. Capitol & K Sts., N. E.)	Sister Mary Emily, O.P.
Archbishop Carroll High School ..... (1956)	Washington 10 .....	Rev. Edward V. Stanford, O.S.A.
Georgetown Visitation Convent School (Girls) ..... 1930	Washington 17 .....	Sister Mary Roberta Huffman
Gonzaga College High School (Boys) ... (1933)	(4300 Harewood Rd., N. E.)	Rev. Anthony I. McHale, S.J.
Holton-Arms School (Girls) ... (1928)	Washington 7 .....	Miss Sallie E. Lurton
Holy Trinity High School (Girls) ... (1933)	(1500 35th St., N. W.)	Sister Mary Christopher, R.S.M.
Immaculata Seminary (Girls). (1928)	Washington 1 .....	Sister Margaret Agnes, S.D.P.
Mackin High School ..... (1934)	Washington 8 .....	Sister M. Margaret Charles, C.S.C.
Maret School ..... (1930-33; 1942)	(27 Eye St., N. W.)	Mrs. Margaret Goodwin Williams
Mount Vernon Seminary (Girls) ... (1928)	Washington 8 .....	Mrs. Olwen W. Lloyd
National Cathedral School (Girls) ... (1932)	(36th & O Sts., N. W.)	Miss Katharine Lee
Saint Albans, The National Cathedral School for Boys ..... (1928)	Washington 16 .....	Rev. Charles Samuel Martin
Saint Anthony High School ... (1938)	(Wisconsin Ave. & Woodley Rd., N. W.)	Sister Cornelia, O.S.B.
	Washington 16 .....	
	(Massachusetts & Wisconsin Aves., N. W.)	
	Washington 17 .....	
	(12th & Lawrence Sts., N. E.)	

SCHOOL	LOCATION	HEAD
Saint Cecilia's Academy (Girls) .... (1934)	Washington 3 ..... (601 E. Capitol St.)	Sister M. Rose Viterbo, C.S.C.
Saint John's College High School (Boys) .....(1929)	Washington 5 ..... (1225 Vermont Ave., N. W.)	Brother Dominic Luke, F.S.C.
Sidwell Friends School, The ..(1928)	Washington 16 ..... (3901 Wisconsin Ave., N. W.)	Robert S. Lyle
<i>Washington Public High Schools:</i>		
Anacostia Senior High School (1939)	Washington 20 ..... (16th & R Sts., S. E.)	John D. Koontz
Armstrong Technical High School. (1929)	Washington 1 ..... (O St. bet. 1st & 3rd, N. W.)	William N. Buckner
Calvin Coolidge Senior High School (1943)	Washington 11 ..... (5th & Tuckerman Sts., N. W.)	Cedric O. Reynolds
Capitol Page School (Boys) (1950)	Washington 25 ..... (Library of Congress)	Henry L. DeKeyser
Dunbar Senior High School (1929)	Washington 1 ..... (1st & N Sts., N. W.)	Charles S. Lofton
Eastern Junior-Senior High School. (1929)	Washington 3 ..... (17th & E. Capitol Sts.)	John Paul Collins
Francis L. Cardozo Senior High School .....(1932)	Washington 9 ..... (13th & Clifton Sts., N. W.)	James N. Saunders
Theodore Roosevelt Senior High School .....(1929)	Washington 11 ..... (4301 13th at Upshur St., N. W.)	Mrs. Elva C. Wells
Western Senior High School. (1929)	Washington 7 ..... (35th & R Sts., N. W.)	Miss Irene Rice
William McKinley Senior High School .....(1929)	Washington 2 ..... (2d & T Sts., N. E.)	Charles E. Bish
Woodrow Wilson Senior High School .....(1937)	Washington 16 ..... (Nebraska Ave. & Chesa- peake St., N. W.)	John Frederick Brougher
Woodward School for Boys ..(1928)	Washington 6 ..... (1736 G St., N. W.)	Walter R. Lewis
<b>MARYLAND</b>		
Aberdeen Junior-Senior High School.. (1952)	Aberdeen .....	George H. Corddry, Jr.
Academy of the Holy Names (Girls) (1943)	Silver Spring ..... (711 Pershing Dr.)	Sister Anna of Mary
Accident—Northern Garrett County Junior-Senior High School (1956)	Accident .....	William J. Fleming
Annapolis High School .....(1940)	Annapolis .....	Albert W. Fowble
Annapolis—Wiley H. Bates High School .....(1953)	Annapolis .....	Douglas S. King
Arundel High School .....(1955)	Gambrills .....	Mrs. Mabel H. Parker
<i>Baltimore Public High Schools:</i>		
Baltimore City College (Boys) .... (1928-34; 1942)	Baltimore 18 ..... (33rd St. & the Alameda)	Chester H. Katenkamp
Baltimore Eastern Senior High School (Girls) .....(1928)	Baltimore 18 ..... (33rd St. & Lock Raven Rd.)	Miss A. Marguerite Zouck

SCHOOL	LOCATION	HEAD
Baltimore Polytechnic Institute (Boys) ..... (1928)	Baltimore 2 ..... (200 E. North Ave. at Calvert St.)	Wilmer A. Dehuff
Baltimore Southern Junior-Senior High School ..... (1925)	Baltimore 30 ..... (Warren Ave. & William St.)	John H. Schwatka
Baltimore Western High School (Girls) ..... (1928-33; 1935)	Baltimore 1 ..... (Howard & Centre Sts.)	Miss Mildred M. Coughlin
Forest Park High School ..... (1928-32; 1936)	Baltimore 7 ..... (Chatham Rd. & Eldorado Ave.)	Wendell E. Dunn
Frederick Douglas High School .... (1928)	Baltimore 17 ..... (Calhoun & Baker Sts.)	Ralph W. Reckling
Patterson Park High School (1940)	Baltimore 24 ..... (Pratt & Ellwood Ave.)	G. Gordon Woelper
Paul Laurence Dunbar Junior-Senior High School ..... (1951)	Baltimore 5 ..... (Caroline & McElderry Sts.)	Mrs. Vivian E. Cook
Bel Air Junior-Senior High School... (1938)	Bel Air ..... (E. Gordon & Franklin Sts.)	Howard B. Peters
Bel Air—Central Consolidated School (1956)	Bel Air ..... Bethesda 14 .....	Percy V. Williams
Bethesda-Chevy Chase Senior High School ..... (1931)	Bladensburg .....	William G. Pyles
Bladensburg High School ..... (1954)	Brunswick .....	Kalman J. Vozar
Brunswick Junior-Senior High School (1928)	(4th Ave.)	David H. Kuott
Calvert Hall High School (Boys) .... (1928)	Baltimore 1 ..... (320 Cathedral St. at Mulberry)	Brother Gabriel Cecilian, F.S.C.
Cambridge High School ..... (1951)	Cambridge .....	Otis M. Trice
Carver High School ..... (1953)	Towson 4 ..... (York Rd.)	Miss Minnie H. Woolford
Catonsville Senior High School .... (1929)	Baltimore 28 ..... (Bloomsburg Ave. & Rolling Rd.)	Taylor F. Johnston
Chestertown Junior-Senior High School ..... (1955)	Chestertown .....	Wilbur J. Stenger
<i>Cumberland Public High Schools:</i>		
Allegany Junior-Senior High School (1928)	Cumberland .....	Raymond O. McCullough, Jr.
Fort Hill Junior-Senior High School (1931)	Cumberland .....	Victor D. Heisey
Damascus Junior-Senior High School (1954)	Damascus .....	Ellis G. Glime
Dundalk High School ..... (1952)	Dundalk 22 .....	John B. Snock, Jr.
Easton High School ..... (1956)	Easton .....	Francis L. Holsinger
Easton—Robert Moton Junior-Senior High School ..... (1956)	Easton .....	William H. Fauntleroy
Elkton Junior-Senior High School.... (1950)	Elkton .....	Ernest W. Snodgrass
Fairmont Heights Junior-Senior High School ..... (1955)	Washington 27 .....	G. James Gholson
Frederick High School ..... (1928)	Frederick .....	Harry V. Frushour
Friends School ..... (1928)	Baltimore 10 .....	Bliss Forbush
Gaithersburg Junior-Senior High School ..... (1932)	5114 N. Charles St. Gaithersburg .....	Robert A. Gibson

SCHOOL	LOCATION	HEAD
Galena Junior-Senior High School... (1955)	Galena .....	W. Skirven Startt
George Washington Carver Senior High School .....(1954)	Rockville .....	Parlett L. Moore
Georgetown Preparatory School (Boys) .....(1928)	Garrett Park .....	Rev. William A. Ryan, S.J.
Gilman Country School for Boys .... (1936)	Baltimore 10 .....	Henry H. Callard
Glen Burnie Senior High School .... (1936)	Glen Burnie .....	Charles W. Whayland
Gwynn Park Junior-Senior High School .....(1955)	Brandywine .....	Theodore H. Wertz
Hagerstown Senior High School .... (1928)	Hagerstown .....	William L. Donaldson
Hannah More Academy (Girls) .... (1931)	Reisterstown .....	Victor R. Cain
Havre de Grace High School..(1954)	Havre de Grace .....	Grayson S. Burrier
Henry Highland Garnett High School (1955)	Chestertown .....	Elmer T. Hawkins
Hereford Junior-Senior High School.. (1953)	Parkton .....	Harvey W. Kreuzburg, Jr.
Institute of Notre Dame (Girls) .... (1952)	Baltimore 3 .....	Sister Mary Lenore, S.S.N.D.
Kenwood Senior High School..(1952)	Baltimore 6 .....	Joshua R. Wheeler
Landon School for Boys .....(1936)	Bethesda 14 .....	Paul L. Banfield
Laurel Junior-Senior High School.... (1953)	Laurel .....	Lionel B. Howland
Loyola High School (Boys) ... (1933)	Towson 4 .....	Rev. Michael J. Blee, S.J.
McDonogh School (Boys) ....(1928)	McDonogh .....	Robert L. Lamborn
Millard Mill Junior-Senior High School .....(1953)	Baltimore 7 .....	George W. Schluderberg
Montgomery Blair Senior High School (1932)	Silver Spring .....	Daryl W. Shaw
Mount Saint Agnes School (Girls).... (1928)	(Wayne Ave. & Dale Drive)	Sister Mary Aimee Ahern
Mount Saint Joseph High School (Boys) .....(1933)	Baltimore 9 .....	Brother Placidus Evans, C.F.X.
North Harford Junior-Senior High School .....(1953)	Baltimore 29 .....	William H. Pyle
Northwestern Senior High School .... (1954)	Pylesville .....	John P. Speicher
Notre Dame of Maryland Preparatory School (Girls) .....(1928)	Hyattsville .....	Sister Mary Virginia, S.S.N.D.
Oakland—Southern Garrett County Junior-Senior High School (1956)	Baltimore 10 .....	James Spencer Collins
Oldfields School (Girls) ....(1942)	Oakland .....	Duncan McCulloch, Jr.
Oxon Hill High School .....(1953)	Glencoe .....	Michael E. Hernick
Park School of Baltimore, The (1928)	Washington 21 .....	Hans Froelicher, Jr.
Reisterstown—Franklin High School. (1953)	(6751 Indian Head Rd., S. E.)	L. L. Lindley
Richard Montgomery Junior-Senior High School .....(1932)	Baltimore 15 .....	Joseph J. Tarallo
Rock Hall Junior-Senior High School (1955)	(2901 Liberty Heights Ave.)	Robert J. Johnson

SCHOOL	LOCATION	HEAD
Roland Park Country School for Girls (1928)	Baltimore 10 ..... (817 W. University Parkway)	Miss Anne Healy
Saint James School for Boys ... (1930)	St. James .....	John E. Owens
Saint Mary's Female Seminary (High School Dept.) ..... (1931)	Saint Mary's City .....	Miss May Russell
Saint Marys High School .... (1953)	Annapolis .....	Sister Mary Rosita, S.S.N.D.
Saint Paul's Parish School for Boys.. (1947)	Brooklandville ..... (Falls Rd.)	S. Atherton Middleton
Seton High School for Girls .. (1931)	Baltimore 18 ..... (2800 N. Charles St.)	Sister Mary Geraldine Beas, S.C.
Sherwood Junior-Senior High School.. (1932)	Sandy Spring .....	Charles B. Remaley
Sollers Point Junior-Senior High School .....	Dundalk 22 .....	Charles W. Fletcher
Southern Junior-Senior High School.. (1954)	Lothian .....	F. Markham Wingate
Sparrows Point Junior-Senior High School .....	Sparrows Point 19 .....	Nelson F. Hurley
Suitland Junior-Senior High School.. (1954)	Washington 28 ..... (5000 Silver Hill Rd., S. E.)	Thomas V. Warthen
Surrattsville Junior-Senior High School .....	Clinton .....	John M. Pryde
Takoma Academy .....	Takoma Park 12 .....	John P. Laurence
Towson Catholic High School .. (1956)	Towson 4 ..... (114 Ware Ave.)	Rev. Joseph M. Nelligan
Towson High School .....	Baltimore 4 ..... (Cedar Ave.)	W. Horace Wheeler
Trinity College Preparatory School (Girls) .....	Brooklandville .....	Sister Marie Louis
Trinity Preparatory School (Girls) ... (1941)	Ilchester .....	Sister Gertrude
Upper Marlboro—Douglas Junior- Senior High School .....	Upper Marlboro .....	Robert F. Frisby
Upper Marlboro—Frederick Sasser Junior-Senior High School (1953)	Upper Marlboro .....	Robert E. King, Jr.
Westminster Junior-Senior High School .....	Westminster .....	Quentin L. Earhart
Wicomico High School .....	Salisbury .....	William B. Jones
<b>NEW JERSEY</b>		
Academy of the Holy Angels (Girls) (1933)	Fort Lee 1 .....	Sister M. Frances Therese, S.S.N.D.
Academy of St. Aloysius .... (1954)	Jersey City 4 .....	Sister Mary Canice Hughes
Academy of Saint Elizabeth (Girls) .. (1928-44; 1946)	Convent Station .....	Sister Grace Benigna, S.C.
Admiral Farragut Academy (Boys) ... (1937)	Pine Beach .....	Raven O. Dodge
Asbury Park High School .... (1928)	Asbury Park .....	John L. Ballou
Atlantic City Friends School .. (1948)	Atlantic City .....	Mrs. Kathryn R. Morgan
Atlantic City High School ... (1939)	Atlantic City .....	Samuel A. Gillingham
Atlantic Highlands High School (1928)	Atlantic Highlands .....	Thomas C. Garrison
Audubon Junior-Senior High School .. (1931)	Audubon .....	Miss Grace N. Kramer
Bayonne High School .....	Bayonne .....	Alexander X. O'Connor
Beard School for Girls, The.. (1928)	Orange .....	Miss Edith M. Sutherland
	(560 Berkeley Ave.) ....	

SCHOOL	LOCATION	HEAD
Belleville High School ..... (1934)	Belleville 9 .....	Hugh D. Kittle
Belvidere High School ..... (1948)	Belvidere .....	Mario P. Grippi
Bergenfield Junior-Senior High School ..... (1945)	Bergenfield .....	Paul L. Hoffmeister
Bernards High School ..... (1928)	Bernardsville .....	George W. Watson
Blair Academy for Boys ..... (1928)	Blairstown .....	James M. Howard, Jr.
Bloomfield Senior High School (1928)	Bloomfield .....	Harry M. Rice
Bogota High School ..... (1928)	Bogota .....	Robert Pollison
Boonton High School ..... (1928)	Boonton .....	Leslie A. E. Booth
Boonton High School ..... (1928)	Boonton .....	George M. Dare
Bordentown—William McFarland Senior High School ..... (1929-33; 1935)	Bordentown .....	Harold Morrison Smith
Bordentown Military Institute (Boys) ..... (1928)	Bordentown .....	
Bound Brook High School ..... (1928)	Bound Brook .....	Henry C. Jensen
Bridgeton High School ..... (1931)	Bridgeton .....	Harry C. Smalley
Burlington High School ..... (1928-44; 1948)	Burlington .....	Walter D. Withka
Butler High School ..... (1945)	Butler .....	Benjamin A. Deist
Caldwell—Grover Cleveland High School ..... (1928)	Caldwell .....	Vincent P. Thompson
Camden Catholic High School (1934)	Camden 3 .....	Sister Mary, S.M.
<i>Camden Public High Schools:</i>		
Camden Senior High School (1928)	Camden 3 .....	Carleton R. Hopkins
Woodrow Wilson Senior High School ..... (1947)	Camden 5 .....	Walter O. Ettinger
Cape May High School ..... (1928-32; 1938)	Camden 5 .....	Paul S. Ensminger
Carteret High School ..... (1929)	Carteret .....	Herman E. Horn
Carteret School for Boys ..... (1928)	West Orange .....	Thompson D. Grant
Cathedral High School (Girls) (1940)	Trenton 8 .....	Sister Mary Barbara, R.S.M.
<i>Chatham High School ..... (1939)</i>		
Clayton High School ..... (1951)	Chatham .....	Everett V. Jeter
Cliffside Park Senior High School ..... (1930)	Clayton .....	Jonathan M. Henderson
Clifton High School ..... (1928)	Cliffside Park .....	William F. Steiner
Collingswood Senior High School ..... (1928)	Clifton .....	Charles A. Berthold
Columbia Senior High School of South Orange and Maplewood .. (1928)	Collingswood .....	Percy S. Eichelberger
Cranford Junior-Senior High School .. (1928)	Maplewood .....	Robert L. Amsden
Dover High School ..... (1928)	Cranford .....	G. Frank Zimmerman
Dumont High School ..... (1939)	Dover .....	Louis Cronholm
Dunellen Junior-Senior High School .. (1938)	Dumont .....	Alfred W. Heath
Dwight Morrow Senior High School. (1928)	Dunellen .....	Melvin N. Bouboulis
Dwight School ..... (1955)	Englewood .....	Waldo J. Kindig
<i>East Orange Public High Schools:</i>		
Clifford J. Scott High School (1940)	Englewood .....	Miss Marjorie H. Applegate
	East Orange .....	Francis H. Oldham
	(129 Renshaw Ave.)	

SCHOOL	LOCATION	HEAD
East Orange High School ... (1928)	East Orange .....	Lewis B. Knight
East Rutherford High School .. (1938)	East Rutherford .....	George L. Dierwechter
<i>Elizabeth Public High Schools:</i>		
Battin Senior High School (Girls) .. (1928)	Elizabeth 2 .....	Miss Helen V. Decker
Thomas Jefferson Senior High School (Boys) .. (1931)	Elizabeth 4 .....	John E. Dwyer
Englewood School for Boys .....	Englewood .....	Marshall L. Umpleby
Ewing Township Junior-Senior High School .. (1955)	Trenton 8 .....	Raymond Steketee
Fair Lawn Junior-Senior High School (1946)	Fair Lawn .....	Charles W. Mintzer
(Miss) Fine's School for Girls .....	Princeton .....	Miss Shirley Davis
(1940-41; 1946)	Flemington .....	Royal H. Hintze
Flemington High School .. (1928)	Florence .....	Miss Marcella L. Duffy
Florence Township Memorial High School .. (1945)	Fort Lee .....	John J. Mardy
Fort Lee Junior-Senior High School .. (1931)	Franklin .....	Alfred Gemmell
Franklin Junior-Senior High School .. (1944)	Freehold .....	Frank L. Weinheimer
Freehold Regional High School .. (1928)	Frenchtown .....	Bertram M. Light
Frenchtown High School .. (1952)	(Harrison St.)	
Garfield High School (1928-41; 1947)	Garfield .....	A. Austin Travers
Glassboro High School .. (1931)	Glassboro .....	Mrs. Beatrice C. Johnson
Glen Ridge Junior-Senior High School (1928)	Glen Ridge .....	Arthur G. Martin
Gloucester City Junior-Senior High School .. (1928-33; 1936)	Gloucester City .....	Ralph Bracken
Hackensack Senior High School (1928)	Hackensack .....	Charles D. Cannon
Hackettstown High School .... (1930)	Hackettstown .....	Joseph Risko
Haddon Heights High School .. (1928)	Haddon Heights .....	Edward O. Glaspey
Haddonfield Memorial High School .. (1930)	Haddonfield .....	Wilfred B. Wolcott, Jr.
Hamilton High School .. (1943)	Trenton 10 .....	Harvey A. Hesser
	(Park & S. Clinton Aves.)	
Hammonton High School .... (1928)	Hammonton .....	John P. Gower
Harrison High School .. (1928)	Harrison .....	T. Gerard Manning
Hartridge School (Girls) .... (1933)	Plainfield .....	Miss Harriet Sleeper
Hasbrouck Heights High School (1929)	Hasbrouck Heights .....	Miss Mary E. S. Mohair
Hawthorne High School .... (1936)	Hawthorne .....	George J. Geier
Highland Park High School ... (1940)	Highland Park .....	Crawford V. Lance
Hightstown High School .... (1928)	Hightstown .....	Paul D. Haring
Hillside High School .. (1930)	Hillside 5 .....	Ruhl L. Custer
	(1085 Liberty Ave.)	
Hoboken—A. J. Demarest Senior High School .. (1928)	Hoboken .....	Arthur E. Stover
	(4th, Garden & Bloomfield Sts.)	
Hopewell Township Central High School .. (1950)	Pennington .....	Harry R. Cooke, Jr.
Irvington High School .. (1928)	Irvington 11 .....	Lester W. Rice
	(1253 W. Clinton Ave.)	
Jamesburg High School .. (1942)	Jamesburg .....	Howard J. Engelhardt
	(Forsgate Dr.)	

SCHOOL	LOCATION	HEAD
<i>Jersey City Public High Schools:</i>		
Henry Snyder High School ..(1940)	Jersey City 5 .....	Gerard W. Guterl
(239 Bergen Ave.)		
James J. Ferris High School (1940)	Jersey City 2 .....	Robert A. Coyle
(123 Coles St.)		
Lincoln High School .....	Jersey City 4 .....	Maxim F. Losi
(60 Crescent Ave.)		
William L. Dickinson High School..	Jersey City 6 .....	James J. Connolly
(1928)	(Newark & Palisade	
	Aves.)	
Kearny High School .....	Kearny .....	George G. Mankey
	(336 Devon St.)	
Kent Place School .....	Summit .....	Miss Florence Wolfe
Kimberley School for Girls, The....	Montclair .....	Miss Ethel M. Spurr
(1928-34; 1947)	(201 Valley Rd.)	
Lacordaire School (Girls) .....	Upper Montclair .....	Sister Mary Madonna
	(155 Lorraine Ave.)	
Lakewood High School .....	Lakewood .....	Walter L. Haley
Lawrenceville School (Boys) ..(1928)	Lawrenceville .....	Allan Vanderhoef Heely
Leonia High School .....	Leonia .....	Carl W. Suter
Linden High School .....	Linden .....	John F. Barrett
Little Falls—Passaic Valley High	Little Falls .....	Edward T. Schneider
School .....		
(1947)		
Lodi High School .....	Lodi .....	Frank Gaciofano
Long Branch Senior High School ..	Long Branch .....	R. Preston Shoemaker, Jr.
Lower Camden County Regional High	Clementon .....	Frank L. Donahue
School .....	(Box 27)	
Lyndhurst High School .....	Lyndhurst .....	Eli A. Kane
Madison High School .....	Madison .....	Ward A. Shoemaker
Manasquan High School .....	Manasquan .....	Frederick L. Creamer, Acting
Matawan High School .....	Matawan .....	Luther Foster
Merchantville High School ....	Merchantville .....	William R. Flinn
Metuchen High School .....	Metuchen .....	Paul W. Schmidtchen
Middle Township High School (1928)	Cape May Court House..	Henry J. Gatski
Middletown Township High School ..	Leonardo .....	William K. Megill
Millburn Junior-Senior High School ..	Millburn .....	Robert E. Faddis
Millville Memorial High School ..	Millville .....	William W. Williams
Montclair—College High School of the	Montclair .....	Keith W. Atkinson
State Teachers College at		
Montclair .....		
Montclair Academy for Boys ..(1928)	Montclair .....	Thomas W. Hall, Jr.
Montclair Senior High School (1928)	Montclair .....	Richard B. Perkins
Moorestown Friends' School ..(1928)	Moorestown .....	Merrill L. Hiatt
Moorestown High School ..(1928)	Moorestown .....	Robert L. Workman
Morristown High School .....	Morristown .....	Robert F. La Vanture
(1929-39; 1952)		
Morristown School (Boys) ..(1933)	Morristown .....	Valleau Wilkie
Mount Holly—Rancocas Valley	Mount Holly .....	Harry E. Wenrich
Regional High School .....		
(1928-35; 1938)		
Mount Saint Dominic Academy	Caldwell .....	Sister M. Germaine, O.P.
(Girls) .....		
(1934)		
Mount Saint Mary's Academy (Girls)	Plainfield .....	Sister Mary Leonard, R.S.M.
(1937)		
Mountain Lakes Junior-Senior High	Mountain Lakes .....	Gerald F. Hopkins
School .....		
(1940)		

SCHOOL	LOCATION	HEAD
Neptune Township High School (1928)	Ocean Grove .....	F. Russell Coleman
New Brunswick Senior High School.. (1928)	New Brunswick .....	Robert C. Carlson
Newark Academy (Boys) ....(1928)	Newark 7 .....	Donald H. Miller
<i>Newark Public High Schools:</i>		
Barringer High School .....(1928)	Newark 4 .....	Roger B. Saylor
Newark Central Commercial and Technical Senior High School.. (1928)	Newark 4 .....	Albert D. Angell, Jr.
Newark East Side Commercial and Technical High School ..(1928)	Newark 5 .....	Henry A. McCracken
Newark South Side High School... (1933)	Newark 8 .....	Fred Landolphi
Newark Weequahic High School ... (1935)	Newark 8 .....	Miss Constance D. Bowerman, Acting
Newark West Side Senior High School .....	Newark 3 .....	Francis B. Snavely
Newton High School .....	Newton .....	Hayes C. Gordon
North Arlington Junior-Senior High School .....	North Arlington .....	Joseph J. Flimlin
North Plainfield High School ..(1928)	Plainfield .....	Warren M. Davis
Nutley Senior High School ....(1928)	Nutley 10 .....	Edward F. Assmus
Ocean City Junior-Senior High School (1928)	Ocean City .....	George W. Meyer
Orange High School .....	Orange .....	Robert M. Rodgers
Our Lady Queen of Peace High School (1955)	North Arlington .....	Mother Regina Mercedes, S.S.J.
Palmyra High School .....	Palmyra .....	Miss C. Elizabeth McDonell
Park Ridge High School ....(1930)	Park Ridge .....	Matthew Weiner
Passaic Senior High School ....(1928)	Passaic .....	Elmer S. Holbeck
<i>Paterson Public High Schools:</i>		
Paterson Central High School .. (1928)	Paterson 1 .....	A. Reese Matteson
Paterson Eastside High School .. (1928)	Paterson 4 .....	William B. White
Paulsboro High School (1928-33; 1936)	Paulsboro .....	James L. Olson
Peddie School, The (Boys) ... (1928)	Hightstown .....	Carrol O. Morong
Pennington School for Boys .....	Pennington .....	Ira S. Pimm
<i>(1930-34; 1937)</i>		
Penns Grove—Regional High School. (1952)	Penns Grove .....	William L. Manze
Perth Amboy High School ....(1928)	Perth Amboy .....	James Fraser Chalmers
Pingry School, The (Boys) ... (1928)	Hillside .....	E. Laurence Springer
Pitman High School .....	Pitman .....	Henry B. Cooper
Plainfield High School .....	Plainfield .....	Warren H. Held
Pleasantville High School ....(1953)	Pleasantville .....	Justin H. Hess
Point Pleasant Beach High School ... (1939)	Point Pleasant .....	Arthur E. Whitcomb
Pompton Lakes High School ..(1943)	Pompton Lakes .....	Lester V. Jochem
Princeton High School .....	Princeton .....	William H. Rhodes
Prospect Hill Country Day School for Girls .....	Newark 4 .....	{ Mrs. Edward Prescott Hooper { Miss Marguerite Smith
<i>Ave.)</i>		

SCHOOL	LOCATION	HEAD
Rahway High School .....	Rahway .....	John H. Cooper
Ramsey High School .....	Ramsey .....	Guy W. Moore
Red Bank Catholic High School (1934)	Red Bank .....	Sister Mary Eleanor, R.S.M.
Red Bank Senior High School (1928)	Red Bank .....	William Blatnick
Ridgefield Park High School ..(1930)	Ridgefield Park .....	William B. Mullen
Ridgewood Senior High School (1928)	Ridgewood .....	Ellis D. Brown
Riverside High School ..(1950)	Riverside .....	Richard Dickinson
Roselle—Abraham Clark Junior-Senior High School ..(1932)	Roselle .....	Albert S. Peeling
Roselle Park High School ..(1928)	Elizabeth P. O. (Grant Ave., West, Roselle Park)	Irvin N. Forrest
Roxbury Township High School ..(1938)	Succasunna .....	Thomas Zerbe
Rumson Junior-Senior High School ..(1940)	Rumson .....	John Francis Kinney, Jr.
Rutgers Preparatory School, The (Boys) .....	New Brunswick .....	David M. Heinlein
Rutherford High School ..(1928-35; 1940)	Rutherford .....	Rodney R. Robinson
Saint Benedict's Preparatory School (Boys) .....	Newark 2 ..(520 High St.)	Rev. Philip Hoover, O.S.B.
Saint Bernard's School ..(1956)	Gladstone .....	Donald R. Williams
Saint John Baptist School (Girls) ..(1935)	Mendham .....	Sister Mary Barbara, C.S.J.B.
Saint Mary's Hall (Girls) ..(1936)	Burlington .....	Mrs. Elsie Flounders
Saint Peter's Preparatory School (Boys) .....	Jersey City 2 ..(144 Grand St.)	Rev. Cornelius J. Carr
Salem High School ..(1952)	Salem .....	Miss Marie L. Oehrle
Sayreville High School ..(1946)	Sayreville .....	Miss Margaret Mary Walsh
Scotch Plains High School ..(1932)	Scotch Plains .....	Robert Adams, Jr.
Seton Hall Preparatory School (Boys) ..(1931)	South Orange ..(400 South Orange Ave.)	Rev. Thomas J. Tuohy
Somerville High School ..(1928)	Somerville .....	Randolf T. Jacobsen
Springfield—Union County Regional High School .....	Springfield .....	Warren W. Halsey
Stevens Hoboken Academy ..(1935; 1937)	Hoboken ..(266 Fifth St.)	Douglas Groff Cole
Summit Senior High School ..(1934)	Summit .....	Albert J. Bartholomew
Swedesboro High School ..(1928)	Swedesboro .....	Walter H. Hill
Teaneck Junior-Senior High School ..(1935)	Teaneck .....	Charles L. Steel, Jr.
Tenafly Junior-Senior High School ..(1928)	Tenafly .....	Eugene H. Van Vliet
Toms River High School ..(1955)	Toms River .....	N. S. Detwiler
Trenton Central Senior High School ..(1928)	Trenton 9 ..(Hamilton Ave. & Chambers St.)	Vincent A. Halbert
<i>Union City Public High Schools:</i>		
Emerson High School ..(1929)	Union City ..(318 18th St.)	Joseph J. Maney
Union Hill High School ..(1928)	Union City ..(3800 Hudson Ave.)	Harry S. Stahler
Union High School ..(1953)	Union .....	Fred Stahuber
Vail-Deane School (Girls) ..(1928)	Elizabeth 3 ..(618 Salem Ave.)	Miss Margaret S. Cummings

SCHOOL	LOCATION	HEAD
Verona—Henry B. Whitehorne Junior-Senior High School .....	Verona .....	William H. Sampson
(1947)		
Vineland High School .....	Vineland .....	Miss Mary E. Rossi
Washington High School .....	Washington .....	Karl A. Zettelmoyer
Wayne Junior-Senior High School .....	Mountain View .....	John Van Dyken
(1954)		
Weehawken Senior High School .....	Weehawken .....	George Becker
(1928)	(Liberty Place)	
West Orange Senior High School .....	West Orange .....	Raymond E. Hearn
(1928)		
Westfield Senior High School .....	Westfield .....	Robert L. Foose
Westwood Junior-Senior High School .....	Westwood .....	Maurice A. Coppens
(1939)		
Wildwood Catholic High School .....	North Wildwood .....	Sister Madeleine de Lourdes, S.S.J.
(1956)		
Wildwood High School .....	Wildwood .....	A. Edward Tedesco
Woodbridge High School .....	Woodbridge .....	John P. Lozo
Woodbury High School .....	Woodbury .....	John R. Worrall
Wood-Ridge Junior-Senior High School .....	Wood-Ridge (Rutherford P. O.)	A. Edward DiMiceli
(1943)		
Woodstown High School .....	Woodstown .....	Joseph Ewart
<b>NEW YORK</b>		
Academy of Mount Saint Vincent (Girls) .....	Tuxedo Park .....	Sister Mary Angelica, S.C.
(1944)		
Adelphi Academy (Boys) .....	Brooklyn 38 .....	Edward W. Hathaway
(1928)	(282 Lafayette Ave.)	
Albany Academy, The (Boys) .....	Albany 8 .....	Harry E. P. Meislahn
(1928)	(Academy Rd.)	
Albany Academy for Girls .....	Albany 8 .....	Miss Rhoda E. Harris
(1928)	(155 Washington Ave.)	
Albany Senior High School .....	Albany 3 .....	Stanley E. Heason
(1939)	(141 Western Ave.)	
Allendale School (Boys) .....	Rochester 18 .....	Buell Critchlow
(1943)	(519 Allen's Creek Rd.)	
Aquinas Institute of Rochester (Boys) .....	Rochester 13 .....	Very Rev. E. P. Magee, C.S.B.
(1928)	(1127 Dewey Ave.)	
Barnard School for Boys .....	Bronx 71 .....	Carrington Raymond
(1928)	(4411 Cayuga Ave.)	
Barnard School for Girls .....	Bronx 33 .....	Mrs. Margaret D. Gillette
(1930)	(544 Ft. Washington Ave.)	
Berkeley Institute (Girls) .....	Brooklyn 17 .....	Mrs. Helen Burtt Mason
(1928)	(181 Lincoln Place)	
Birch Wathen School .....	New York City 25 .....	Harrison W. Moore
(1936)	(149 W. 93rd St.)	
Brighton High School .....	Rochester 18 .....	Arthur E. Harris
(1949)	(1150 Winton Rd.)	
Bronxville Junior-Senior High School .....	Bronxville 8 .....	Frank Misner
(1945)		
Brooklyn Friends School .....	Brooklyn 1 .....	William J. Meeneghan
(1928)	(112 Schermerhorn St.)	
Brooklyn Preparatory School (Boys) .....	Brooklyn 25 .....	Rev. J. Vincent Watson, S.J.
(1928)	(1150 Carroll St.)	
Buffalo Seminary, The (Girls) .....	Buffalo 9 .....	Miss Marion W. Smith
(1928)	(203 Bidwell Parkway)	
Calhoun School, The (Girls) .....	New York City 25 .....	{ Miss Elizabeth Parmelee
(1928)	(309 W. 92nd St.)	{ Miss Beatrice S. Cosmey

SCHOOL	LOCATION	HEAD
Canisius High School of Buffalo (Boys) .....(1928)	Buffalo 9 ..... (1180 Delaware Ave.)	Rev. Donald L. Kirsch, S.J.
Cathedral School of St. Mary (Girls) (1928)	Garden City .....	Miss Mary H. Russell
Chaminade High School (Boys).... (1946)	Mineola, L. I. .... (Jackson Ave.)	Brother John T. Darby, S.M.
Collegiate School for Boys .....(1928)	New York City 24 ..... (241 W. 77th St.)	Wilson Parkhill
Columbia Grammar School (Boys) .. (1928)	New York City 25 ..... (5 W. 93rd St.)	Frederic A. Alden
Columbia School of Rochester, The (Girls) .....(1940)	Rochester 7 ..... (22 S. Goodman St.)	Mrs. Della E. Simpson
Concordia Collegiate Institute ..(1955)	Bronxville 8 ..... (171 White Plains Rd.)	Rev. Carl F. Weidmann
Corning Free Academy .....(1928)	Corning .....	Wilbur T. Miller
Cortland Junior-Senior High School.. (1929)	Cortland .....	Robert Doran
De Veaux School (Boys) .....(1928)	Niagara Falls .....	Morison Brigham
Dobbs Ferry Junior-Senior High School .....(1935)	Dobbs Ferry .....	William Z. Lindsey
Dwight School (Boys) .....(1928)	New York City 21 ..... (402 E. 67th St.)	Winton L. Miller, Jr.
Eastchester Junior-Senior High School (1941)	Tuckahoe 7 ..... (White Plains Post Rd. at Stewart Place)	Douglas S. MacDonald
East Rochester Junior-Senior High School .....(1953)	East Rochester .....	Lewis C. Obourn
Emma Willard School (Girls) (1928)	Troy ..... (Pawling Ave.)	{ Miss Anne Wellington { Miss Clemewell Lay
Female Academy of the Sacred Heart (Kenwood) (Girls) .....(1928)	Albany 2 .....	Mother Margaret O'Rourke
Fieldston School of Ethical Culture Schools .....(1928)	Bronx 71 ..... (Fieldston Rd. & Spuyten Duyvil Parkway)	Luther H. Tate
Fordham Preparatory School (Boys) .. (1928)	Bronx 58 ..... (East Fordham Rd.)	Rev. William J. Farricker, S.J.
Franklin School (Boys) .....(1928)	New York City 24 ..... (18 W. 89th St.)	Moe C. Spahn
Fredonia High School .....(1928)	Fredonia .....	Howard R. Bradley
Friends Seminary .....(1928)	New York City 3 ..... (15 Rutherford Place)	Alexander H. Prinz
Garden Country Day School ..(1935)	New York City 72 ..... (33-16 79th St., Jackson Heights)	Henry Roberts
Geneseo Central Junior-Senior High School .....(1951)	Geneseo .....	Albert O. Jenkins
Geneva High School .....(1928)	Geneva .....	Spurgeon B. Wuertenberger
Great Neck Senior High School..... (1928)	Great Neck .....	Ruel E. Tucker
Hackley School (Boys) .....(1933)	Tarrytown .....	Frank R. Miller
Halsted School .....(1948)	(293 Benedict Ave.)	Mrs. Ruth S. Leonard
Harley School .....(1932)	Yonkers 2 .....	Lawrence W. Utter
Harrison High School .....(1953)	(229 North Broadway)	Alexander L. Arning
Hastings Junior-Senior High School.. (1928)	Rochester 18 .....	Rowland H. Ross
	Harrison .....	
	Hastings-on-Hudson ....	

SCHOOL	LOCATION	HEAD
Hempstead High School ..... (1935)	Hempstead ..... (70 Greenwich St.)	William D. Beddow
Holy Angels Academy (Girls) (1946)	Buffalo 14 ..... (24 Shoshone Drive)	Sister Saint Constance
Horace Greeley Junior-Senior High School ..... (1952)	Chappaqua .....	Donald W. Miles
Horace Mann School, The ..... (1928)	Bronx 71 ..... (231 W. 246th St.)	Mitchell Gratwick
Hornell High School ..... (1928)	Hornell .....	Sidney L. MacArthur
Hudson High School ..... (1928)	Hudson .....	Loyal D. McNeal
Huntington—Robert L. Simpson High School ..... (1928)	Huntington .....	Robert A. Cushman
Ithaca High School ..... (1928)	Ithaca .....	Frank R. Bliss
Kew-Forest School ..... (1928)	Forest Hills ..... (119-17 Union Turnpike at Austin St.)	James L. Dixon
La Salle Military Academy (Boys) .. (1936)	Oakdale ..... (195 Broadway)	Brother Anthony Joseph, F.S.C.
Lawrence High School ..... (1933)	Lawrence, L. I. ....	Cecil H. MaHood
Leonard School for Girls ..... (1951)	New York City 25 ..... (26 W. 94th St.)	Miss Florence M. Leonard
Lindenhurst Junior-Senior High School ..... (1951)	Lindenhurst ..... (350 S. Wellwood Ave.)	Robert J. Little
Lockport Senior High School .. (1950)	Lockport .....	Lloyd F. McIntyre
Locust Valley—Friends Academy .... (1928)	Locust Valley ..... (Lindell Blvd.)	Merrill L. Hiatt
Long Beach High School ..... (1934)	Long Beach .....	Joseph Borzilleri
Loyola School (Boys) ..... (1928)	New York City 28 ..... (980 Park Ave. at 83rd St.)	Rev. Peter J. Daly, S. J.
McBurney School (Boys) ..... (1929)	New York City 23 ..... (5 W. 63rd St.)	Benjamin D. Chamberlin
Mamaroneck Senior High School..... (1934)	Mamaroneck .....	Joseph C. McLain
Manhasset High School ..... (1928)	Manhasset ..... (Memorial Place)	Kendall B. Howard
Manlius School (Boys) ..... (1928)	Manlius .....	John W. MacDonald
Marcellus Central Junior-Senior High School ..... (1934)	Marcellus .....	Chester S. Driver
Marymount Secondary School (Girls) ..... (1928)	Tarrytown .....	Mother M. Brendan
Masters School, The (Girls) .. (1928)	Dobbs Ferry .....	Miss Elizabeth Brooke Cochran
Middletown High School ..... (1938)	Middletown ..... (120 Grand Ave.)	Frederic P. Singer
Millbrook School for Boys ..... (1942)	Millbrook .....	Edward Pulling
Monticello Junior-Senior High School ..... (1936)	Monticello .....	Kenneth L. Rutherford
Mount Saint Mary Academy (Girls) ..... (1932)	Newburgh .....	Sister Mary Vincent, O.P.
Mount Vernon—A. B. Davis Senior High School ..... (1932)	Mount Vernon .....	Howard G. Spalding
Nazareth Academy (Girls) ..... (1946)	Rochester 13 .....	Sister Agnes Cecilia
<i>New York City Public High Schools:</i>		
<i>Bronx Borough:</i>		
Evander Childs High School ..... (1928)	Bronx 67 ..... (800 E. Gunhill Rd.)	Hymen Alpern
Samuel Gompers Vocational & Technical High School (Technical Division only) ..... (1951)	Bronx 55 .....	Edward N. Wallen
	(455 Southern Blvd.)	

SCHOOL	LOCATION	HEAD
<i>Manhattan Borough:</i>		
Hunter College Junior-Senior High School of the City of New York (Girls) ... (1929)	New York City 21 ..... (930 Lexington Ave.)	Cyril W. Woolcock
Washington Irving High School for Girls .... (1928-37; 1951)	New York City 3 ..... (40 Irving Pl.)	Miss Mary E. Meade
<i>Queens Borough:</i>		
Grover Cleveland High School .. (1936)	Brooklyn 37 ..... (2127 Himrod St.)	Charles A. Tonsor
New York Military Academy (Boys) (1932)	Cornwall-on-Hudson ....	Bartlett E. S. Chappell
Newark High School ..... (1928)	Newark .....	W. Donald Hess
Newburgh Free Academy ..... (1955)	Newburgh .....	Robert D. Fowler
Nichols School of Buffalo, The (Boys) (1928)	Buffalo 16 ..... (Amherst & Colvin Sts.)	Philip M. B. Boocock
Nightingale-Bamford School, The (Girls) ..... (1938)	New York City 28 ..... (20 E. 92nd St.)	Mrs. Edna Hill Robillard
Northport High School ..... (1929)	Northport ..... (Laurel Ave.)	Miss Adelheid M. M. Kaufmann
Northwood School (Boys) .... (1928)	Lake Placid Club .....	John Gordon Howard
Notre Dame Academy (Girls) (1950)	Staten Island 1 ..... (76 Howard Ave., Grymes Hill)	Mother Saint Vivienne, C. de N.D. of M.
Oakwood School ..... (1939)	Poughkeepsie .....	William W. Clark
Oneonta Senior High School ..... (1928-30; 1935)	Oneonta .....	Charles A. Belden
Oswego High School ..... (1932)	Oswego .....	Ralph M. Faust
Our Lady of Mercy High School (Girls) ..... (1946)	Rochester 10 ..... (1437 Blossom Rd.)	Sister M. Francesca, R.S.M.
Packer Collegiate Institute, The (High School Dept.) (Girls) .... (1928)	Brooklyn 1 ..... (170 Joralemon St.)	Paul David Shafer
Park School of Buffalo, The ..... (1928-34; 1944)	Buffalo 21 ..... (115 North Harlem Rd., Snyder)	E. Barton Chapin, Jr.
Pelham Memorial Junior-Senior High School ..... (1928)	Pelham 65 .....	F. Hamilton Whipple
Penfield Central School ..... (1953)	Penfield .....	Elmer F. Peck
Pleasantville High School ..... (1935)	Pleasantville .....	Ronald C. McGreary
Polytechnic Preparatory Country Day School, The (Boys) ..... (1928)	Brooklyn 9 ..... (92nd St. & 7th Ave.)	J. Folwell Scull, Jr.
Port Chester High School ..... (1955)	Port Chester .....	Edmund M. Forsythe
Port Washington—Paul D. Schreiber Senior High School ..... (1933)	Port Washington .....	Clifford F. Hendrickson
Regis High School (Boys) .... (1928)	New York City 28 ..... (55 E. 84th St.)	Rev. Thomas M. Harvey, S.J.
Rhodes School ..... (1949)	New York City 19 ..... (11 W. 54th St.)	David Goodman
Riverdale Country School for Boys ... (1928)	Bronx 71 ..... (Fieldston Rd. & 252nd St., Riverdale-on-Hudson)	John H. Jones
Riverdale Country School for Girls ... (1943)	Bronx 71 ..... (249th St. & Palisade Ave., Riverdale-on-Hudson)	Miss Miriam Denness Cooper

SCHOOL	LOCATION	HEAD
<i>Rochester Public High Schools:</i>		
Benjamin Franklin Junior-Senior High School .....(1934)	Rochester 5 .....(950 Norton St.)	Willard A. Sabin
Charlotte Junior-Senior High School .....(1928-32; 1934)	Rochester 12 .....(4115 Lake Ave.)	Glenn M. Denison
Edison Technical and Industrial High School (Boys) ....(1947)	Rochester 21 .....(725 Clifford Ave.)	Howard S. Bennett
Jefferson Junior-Senior High School .....(1945)	Rochester 6 .....(Edgerton Park)	James S. Wishart
John Marshall High School .(1928)	Rochester 13 .....(180 Ridgeway Ave.)	Elmer W. Snyder
Madison High School .....(1939)	Rochester 11 .....(101 Epworth St.)	Ira R. Berman
Monroe High School .....(1929)	Rochester 7 .....(164 Alexander St.)	Miss Mary A. Sheehan
Rochester—East High School (1928)	Rochester 7 .....(410 Alexander St.)	William C. Wolgast
Rochester—West High School .....	Rochester 11 .....(501 Genesee St.)	C. Willard Burt
Rockville Centre—South Side Senior High School .....(1946)	Rockville Centre .....	J. Dale McKibben
Rye Country Day School .....(1928)	Rye .....(Boston Post Rd. & Cedar St.)	Gerald N. LaGrange
Rye Junior-Senior High School .....(1928-32; 1935)	Rye .....(Parsons St.)	Miss Elizabeth Jean Brown
Saint Agnes School for Girls... (1932)	Albany 4 .....(Loudenville Rd.)	Miss Blanche Pittman
Saint John's Preparatory School (Boys) .....(1934)	Brooklyn 6 .....(82 Lewis Ave.)	Rev. John E. Hurley, C.M.
Saint Joseph's Normal Institute (Boys) (High School Dept.) .....(1942)	Barrytown .....	Brother Basilian John, F.S.C.
Saint Mary's School, Mount Saint Gabriel (Girls) .....(1928)	Peekskill .....	Sister Mary Regina, C.S.M.
Saint Paul's School (Boys) ... (1928)	Garden City .....	Rev. Nicholas M. Feringa
Saint Walburga's Academic School (Girls) .....(1928)	New York City 31 .....(630 Riverside Dr.)	Mother Mary John, S.H.C.J.
Scarborough School .....(1928)	Scarborough .....	Thomas C. Schuller
Scarsdale Junior-Senior High School. ....(1942)	Scarsdale .....	Oliver W. Melchoir
Schenectady—Nott Terrace Senior High School .....(1943)	Schenectady 8 .....	Roy E. Abbey
Sewanhaka High School .....(1935)	Floral Park .....(Tulip & Covert Aves.)	Harold W. Wright
Sherburne Central Junior-Senior High School .....(1928)	Sherburne .....	Thomas M. Lotz
Spence School (Girls) .....(1935)	New York City 28 .....(22 E. 91st St.)	Miss Barbara Colbron
Staten Island Academy .....(1928)	Staten Island 1 .....(45 Wall St.)	Harold Ely Merrick
Stony Brook School, The (Boys) .....(1928)	Stony Brook .....	Frank E. Gaebelein
Suffern School of the Holy Child (Girls) .....(1947)	Suffern .....	Mother Mary Columba, S.H.C.J.
Trinity Pawling School (Boys) (1951)	Pawling 1 .....	Matthew Edward Dann
Trinity School (Boys) .....(1935)	New York City 24 .....(139 W. 91st St.)	Hugh C. Riddleberger
Tuckahoe Junior-Senior High School. ....(1938)	Tuckahoe 7 .....(Siwanoy Blvd.)	Edward A. Sinnott

SCHOOL	LOCATION	HEAD
Walden School ..... (1948)	New York City 24 ..... (1 W. 88th St.)	Vinal T. Tibbets
Waterloo Junior-Senior High School. (1951)	Waterloo .....	Albert S. Brown
Waverly Senior High School .. (1930)	Waverly ..... (Elm St.)	Clarke C. Gage
Wellsville Junior-Senior High School (1928)	Wellsville .....	James H. Gambell
Woodmere Academy ..... (1928)	Woodmere, L. I. ....	Horace M. Perry
Xavier High School The, of the College of St. Francis Xavier (Boys) ..... (1928)	New York City 11 ..... (30 W. 16th St.)	Rev. Vincent J. McGrail, S.J.
<b>PANAMA CANAL ZONE</b>		
Balboa High School ..... (1929)	Balboa Heights ..... (704 Roosevelt Ave.)	Theo F. Hotz
Cristobal Junior-Senior High School. (1929)	Cristobal ..... (Drawer GG)	Paul L. Beck
<b>PENNSYLVANIA</b>		
Abington Friends School (Girls) ... (1935)	Jenkintown .....	Howard W. Bartram
Abington Township Senior High School .....	Abington .....	W. Eugene Stull
Academy of the New Church—Boys Academy ..... (1927-37; 1948)	Bryn Athyn ..... (Second St. Pike)	Richard R. Gladish
Academy of the New Church—Girls' Seminary .....	Bryn Athyn ..... (Second St. Pike)	Miss Dorothy E. Davis
Academy of Notre Dame de Namur (Girls) .....	Villanova .....	Sister Gertrude St. Edward, S.N.D. de.N.
Academy of the Sisters of Mercy (Girls) .....	Gwynedd Valley, Montg. Co. .... (Sumneytown Rd.)	Sister Mary de la Salle, S.M.
Agnes Irwin School, The (Girls) ... (1936)	Wynnewood ..... (Lancaster Pike & Clothier Rd.)	Mrs. Anne F. Bartol
Allentown Central Catholic High School .....	Allentown ..... (4th & Chew Sts.)	Rev. Stephen Daday
Allentown Senior High School (1932)	Allentown ..... (17th & Turner Sts.)	Clifford S. Bartholomew
Altoona Senior High School ... (1931)	Altoona .....	Joseph N. Maddocks
Ambler Joint Junior-Senior High School .....	Ambler .....	Clifford Kent Geary
Ambridge Senior High School (1931)	Ambridge .....	Michael F. Serene
Aspinwall Junior-Senior High School. (1930)	Pittsburgh 15 ..... (4th St. & Virginia Ave., Aspinwall)	Charles Arthur Sherman
Athens High School ..... (1953)	Athens .....	Irving W. Hazard
Avalon Junior-Senior High School ... (1930)	Pittsburgh 2 ..... (721 California Ave., Avalon)	Robert E. Grine
Avonworth Junior-Senior High School (1934)	Pittsburgh 2 ..... (200 Dickson Ave., Ben Avon)	Warren Hollenback
Baldwin School, The (Girls) (1928)	Bryn Mawr .....	Miss Rosamund Cross

SCHOOL	LOCATION	HEAD
Baldwin Township Junior-Senior High School .....	Pittsburgh 27 .....	Wilbert C. Brandtonies
(1943)	(376 Clairton Rd.)	
Bangor Junior-Senior High School .....	Bangor 4 .....	Trevor R. Williams
(1936)		
Barrett Township High School (1937)	Cresco .....	Andrew W. Lewis
Beaver Falls Senior High School .....	Beaver Falls .....	J. Neal Mathews
(1930)		
Beaver Area Senior High School .....	Beaver .....	Charles S. Linn
(1928)		
Bedford Junior-Senior High School .....	Bedford .....	Arthur V. Townsend
(1936)		
Bellevue Junior-Senior High School .....	Pittsburgh 2 .....	Robert H. Ruthart
(1928)	(435 Lincoln Ave., Bellevue)	
Bellwood-Antis Junior-Senior High School .....	Bellwood .....	R. Dwight Troutman
(1954)		
Bensalem Township Junior-Senior High School .....	Cornwells Heights .....	Russell Stuble
(1932)		
Berwyn—Conestoga Senior High School (formerly Tredyffrin-Easttown Joint Senior High School) .....	Berwyn .....	B. Anton Hess
(1928)		
Bethel Junior-Senior High School .....	Library .....	Randall W. Hartlieb
(1953)	(R. D. #1)	
Bethlehem—Liberty Senior High School .....	Bethlehem .....	Charles A. Klein
(1947)		
Biglerville Junior-Senior High School .....	Biglerville .....	Leslie V. Stock
(1928)		
Birdsboro Junior-Senior High School .....	Birdsboro .....	John Herbein
(1950)		
Blairsville Joint Junior-Senior High School .....	Blairsville .....	Kenneth E. Sheetz
(1929)		
Boyertown Junior-Senior High School .....	Boyertown .....	Lawrence E. Grim
(1933)		
Braddock Senior High School (1951)	Braddock .....	Joseph A. Stukus
Bradford Senior High School (1928)	Bradford .....	George A. Bell
Brentwood Junior-Senior High School (1943)	Pittsburgh 27 .....	Thomas R. Shupe
	(3500 Brownsville Rd.)	
Bridgeville Junior-Senior High School .....	Bridgeville .....	Harold John Colton
(1950)		
Bristol Junior-Senior High School .....	Bristol .....	David L. Hertzler
(1933)		
Bristol—Delhaas High School .....	Bristol .....	Robert Frazer
Brookville Junior-Senior High School .....	Brookville .....	Lawrence E. McKnight
(1928)		
Butler Area Joint Senior High School .....	Butler .....	William T. Bean
(1951)		
California Senior High School (1934)	California .....	William H. First
Camp Hill Junior-Senior High School .....	Camp Hill .....	Donald E. Enders
(1928-33; 1943)	(24th & Chestnut Sts.)	
Canton Junior-Senior High School .....	Canton .....	John P. Livezey
(1928)		
Carbondale—Benjamin Franklin High School .....	Carbondale .....	Miss Gertrude A. Krantz
(1954)		
Carlisle Junior-Senior High School .....	Carlisle .....	Mark N. Burkhart
(1930)		
Carson Long Institute (Boys) .....	New Bloomfield .....	Edward F. Grubbs
(1929)		
Catasauqua High School .....	Catasauqua .....	Ralph C. Brown
(1956)		

SCHOOL	LOCATION	HEAD
Cecilian Academy, The (Girls) (1942)	Philadelphia 19 ..... (138-144 W. Carpenter's Lane)	Mother M. Sylvester, S.S.J.
Central Bucks Joint Junior-Senior High School .....(1929)	Doylestown .....	Arthur T. Reese
Chambersburg Area Joint High School (1941)	Chambersburg .....	Ralph I. Shockey
Charleroi Senior High School..(1929)	Charleroi .....	David L. Glunt
Charles E. Ellis School for Girls..... (1936)	Newtown Square .....	Arnold E. Look
Cheltenham Township Senior High School .....	Philadelphia 17 ..... (High School Rd. & Montgomery Ave., Elkins Park)	Edwin B. Keim
Chester High School .....	Chester .....	Karl E. Agan
Clairton Senior High School ..(1928)	Clairton .....	Bruce C. Birch
Clarion Joint Senior High School .... (1950)	Clarion .....	William M. Page
Clarks Summit—Abington Joint Junior-Senior High School (1928)	Clarks Summit .....	William H. Crum
Clearfield Area Senior High School.. (1936)	Clearfield .....	W. Howard Mead
Clifton Heights Junior-Senior High School .....	Clifton Heights .....	Joseph K. Lindsay
Coatesville—S. Horace Scott High School .....	Coatesville .....	Curtis S. Taylor
Collingdale Senior High School (1934)	Collingdale .....	Harry H. Mercer
Convent School of the Sacred Heart (Girls) .....	Philadelphia 31 ..... (City Line & Haverford Rd., Overbrook)	Rev. Mother Phyllis Heuisler
Convent School of the Sacred Heart, Eden Hall (Girls) .....	Philadelphia 14 ..... (Grant Ave. bel. Frankford, Torresdale)	Mother Florence Ashe
Coraopolis Senior High School (1929)	Coraopolis .....	Joseph E. Johnson
Crafton Borough Junior-Senior High School .....	Pittsburgh 5 .....	John F. Gregory
Cresson Borough Junior-Senior High School .....	(Crafton Blvd.)	
Cresson .....	Cresson .....	F. K. Shields
Darby Senior High School ..(1928)	Darby .....	J. Wallace Saner
Davidsville—Conemaugh Township High School .....	Davidsville .....	Paul C. Berkebile
Delaware Valley Joint High School .. (1928)	Milford .....	Ira C. Markley
Donegal High School (including East Donegal Township High School and Mount Joy Borough Junior- Senior High School) .....	Mount Joy .....	Wilbur I. Beahm
Donora Senior High School ..(1950)	Donora .....	Michael J. Herk
Dormont High School .....	Pittsburgh 16 .....	Clarence E. Glass
(Annapolis Ave., Dormont)		
Downington Joint Junior-Senior High School .....	Downington .....	Charles P. Emery
DuBois Area Joint Senior High School (1929)	DuBois .....	Elton J. Mansell
Duquesne Senior High School ..(1950)	Duquesne .....	Ray Y. Henry
East Pittsburgh Junior-Senior High School .....	(South 3rd St.)	
(1936)	East Pittsburgh .....	Samuel Cirota

SCHOOL	LOCATION	HEAD
East Stroudsburg Senior High School. (1935)	East Stroudsburg .....	Ralph O. Burrows
Easton Junior-Senior High School . (1928)	Easton .....	Albert S. Erb
Ebensburg-Cambria High School . (1932)	Ebensburg .....	Ernest M. Johnston
Elizabethtown Area High School . (1951)	Elizabethtown .....	Philip H. Daubert
Ellis School, The (Girls) . (1928)	Pittsburgh 32 .. (5607 Fifth Ave.)	Miss Marion Hope Hamilton
Emmaus Junior-Senior High School . (1950)	Emmaus .. (525 North St.)	Howard K. Deischer
Episcopal Academy, The (Boys) . (1928)	Philadelphia 31 .. (City Line & Berwick Rd.)	Greville Haslam
Erie Cathedral Preparatory School for Boys .. (1948)	Erie .. (225 W. 9th St.)	Msgr. Robert B. McDonald
<i>Erie Public High Schools:</i>		
Academy Junior-Senior High School (1928)	Erie .. (29th at State St.)	Guy A. Minadeo
Erie East Junior-Senior High School (1930)	Erie .. (Brandes & Atkins Sts.)	Harold D. Leberman
Strong Vincent Junior-Senior High School .. (1931)	Erie .. (1330 W. 8th St.)	Hamilton C. Gillespie
Farrell Senior High School . (1955)	Farrell ..	Anthony J. Pintar
Ford City Junior-Senior High School . (1930)	Ford City ..	Raymond E. Miller
Forty Fort Junior-Senior High School (1930)	Forty Fort ..	Leon C. Bubeck
Fountain Hill High School . (1953)	Bethlehem ..	Carl B. Laubenstein
Franklin Junior-Senior High School . (1951)	Franklin ..	Harry F. Newell
Freeland Mining and Mechanical Institute (Boys) .. (1929-31; 1936)	Freeland ..	Lambert E. Broad
George School .. (1928)	George School ..	Richard H. McFeely
Germantown Academy (Boys) (1928)	Philadelphia 44 .. (S. W. Cor. School Lane & Greene St.)	Richard W. Day
Germantown Friends School .. (1928)	Philadelphia 44 .. (Germantown Ave. & Coulter St.)	Henry Scattergood
Gettysburg High School .. (1930)	Gettysburg ..	Guile W. Lefever
Girard College (High School) (Boys) (1928)	Philadelphia 21 .. (Corinthian & Girard Aves.)	Karl R. Friedmann
Glen Rock—Susquehannock High School .. (1956)	Glen Rock ..	Ralph A. Bortner
Glenolden—Interboro Senior High School (formerly Glen-Nor Jr.-Sr. High School & Prospect Park Bor- ough Jr.-Sr. High School) (1931)	Glenolden ..	Edward V. Topping
Governor Mifflin Joint High School .. (1929)	Shillington ..	Howard L. Hendricks
Greensburg High School .. (1930)	Greensburg ..	Samuel W. Jacobs
Grier School, The (Girls) .. (1928)	Tyrone ..	Thomas C. Grier
Grove City Joint Consolidated High School .. (1949)	Grove City ..	Harland Jay Surrena
Hamburg Borough Junior-Senior High School .. (1936)	Hamburg ..	Charles E. Price

SCHOOL	LOCATION	HEAD
Hampton Township Junior-Senior High School ..... (1949)	Allison Park .....	Howard F. Jack
Hanover Senior High School ... (1948)	Hanover .....	Ray W. Gray
Harbor Creek Township High School ..... (1955)	Harbor Creek .....	W. K. Williams
Harrisburg Catholic High School .... (1953)	Harrisburg ..... (2200 Market St.)	Rev. Walter H. Shaull
<i>Harrisburg Public High Schools:</i>		
John Harris Senior High School... (1928)	Harrisburg ..... (25th & Market Sts.)	Miss Helen J. Graeff
William Penn Senior High School... (1928)	Harrisburg ..... (6th & Division Sts.)	Francis G. Wilson
Hatboro-Horsham Junior-Senior High School .....	Hatboro .....	Charles S. Jones
Hatfield Joint Junior-Senior High School .....	Hatfield .....	Miss Laura M. Trexler
Haverford School, The (Boys) (1928)	Haverford .....	Leslie Richard Severinghaus
Haverford Township Senior High School .....	Havertown .....	John W. Walker
Hawley Senior High School ... (1936)	Hawley .....	Maurice H. Bobst
Hazleton Senior High School .. (1928)	Hazleton .....	Bruce F. Lamont
Hill School, The (Boys) ..... (1928)	Pottstown .....	Edward T. Hall
Hollidaysburg Senior High School .... (1939)	Hollidaysburg .....	Griff Jones
Homestead Senior High School ..... (1931-37; 1944)	Homestead .....	Dwight H. Conner
Honesdale Junior-Senior High School ..... (1940)	Honesdale .....	Paul Brock
Indiana Joint Senior High School .... (1928)	Indiana .....	Lambert Joseph
Irwin Borough Junior-Senior High School .....	Irwin .....	John W. Clawson
Jeannette High School ..... (1932)	Jeannette .....	Henry W. Pharaoh
Jenkintown Borough Junior-Senior High School .....	Jenkintown .....	Requa W. Bell
Jersey Shore Area Joint High School ..... (1955)	Jersey Shore .....	Ira V. Grugan
Jim Thorpe Area Joint High School... (1930)	Jim Thorpe .....	T. O. Mitman
Johnstown Central Senior High School ..... (1930)	Johnstown .....	Albert N. Rubis
Kane Area Joint High School.. (1928)	Kane .....	Robert A. Lowry
Kennett High School ..... (1938)	Kennett Square .....	Forrest R. Schaeffer
Kingston High School ..... (1932)	Kingston .....	Burton W. Hankey
Kiskiminetas Springs School, The (Boys) .....	Saltsburg .....	Lloyd M. Clark
Kittanning High School ..... (1953)	Kittanning .....	Gomer R. Edwards
Kutztown Junior-Senior High School ..... (1944)	Kutztown .....	L. Merlin Stauffer
La Salle College High School (Boys) ..... (1931)	Philadelphia 41 .....	Brother E. Francis, F.S.C.
Lancaster Catholic High School (1936)	Lancaster .....	Rev. Robert C. Gribbin
Lancaster—John Piersol McCaskey Senior High School ..... (1939)	Lancaster .....	A. Fred Rentz
Lankenau School for Girls, The ..... (1930-36; 1948)	Philadelphia 44 .....	Sister Lydia Fischer
	(3201 W. Schoolhouse Lane)	

SCHOOL	LOCATION	HEAD
Lansdale—North Penn Joint High School .....	Lansdale .....	Herman L. Bishop
(1931)		
Lansdowne-Aldan High School .....	Lansdowne .....	Joseph D. Moore
(1928)	(Essex & Green Aves.)	
Latrobe High School .....	Latrobe .....	Robert M. Crawford
(1928)		
Lawrence Park Junior-Senior High School .....	Erie .....	Daniel V. Skala
(1939)	(Morse St., Lawrence Park)	
Lebanon Senior High School..(1928)	Lebanon .....	Charles E. Gaskins
Leetsdale Borough Junior-Senior High School .....	Leetsdale .....	R. A. McNamara
(1931)		
Lehighton High School .....	Lehighton .....	Daniel I. Farren
(1932)		
Lemoyne—West Shore Joint Jr.-Sr. High School .....	Lemoyne .....	George E. Hendricks
(1950)		
Lewisburg Joint High School..(1947)	Lewisburg .....	Stanford L. Kunkle
Lewistown Joint Junior-Senior High School .....	Lewistown .....	R. F. Snyder
(1936)		
Lincoln Junior-Senior High School ...	Midland .....	Wilbur P. Dershimer
(1928)		
Linden Hall School for Girls..(1928)	Lititz .....	Byron K. Horne
Lititz Borough Junior-Senior High School .....	Lititz .....	G. Marlin Spaid
(1928)		
Lock Haven Senior High School (1931)	Lock Haven .....	Reagan I. Hoch
Lower Merion Senior High School....	Ardmore .....	George H. Gilbert
(1931)		
Lower Moreland Junior-Senior High School .....	Huntingdon Valley .....	George S. Robinson
(1952)	(Murray Ave.)	
McDowell High School .....	Erie .....	Charles E. LeMasters
(1930)	(R. D. 2)	
McKeesport High School .....	McKeesport .....	Howard C. McElroy
(1943)	(Bailie & Cornell Sts.)	
McSherrytown—Delone Catholic High School .....	McSherrytown .....	Rev. William R. Lyons
(1953)		
Mahanoy City Junior-Senior High School .....	Mahanoy City .....	Robert T. Cook
(1943)	(500 E. Centre St.)	
Malvern Preparatory School (Boys)	Malvern .....	Rev. Francis L. Dennis, O.S.A.
(1945)		
Manheim Central Junior-Senior High School .....	Manheim .....	S. W. Witmer
(1956)		
Manheim Township Junior-Senior High School .....	Neffsville .....	Arthur R. Ott
(1935)		
Manor Joint High School .....	Millersville .....	A. Landis Brackbill
Marple-Newtown Joint High School .....	Newtown Square .....	Herbert E. Rathey
(1954)		
Marywood Seminary for Girls (1928)	Scranton 9 .....	Sister Mary Alphonsus, I.H.M.
	(2300 Adams Ave.)	
Mater Misericordiae Academy (Girls)	Merion .....	Sister Gertrude Marie
(1928)		
Meadville High School .....	Meadville .....	Albert J. Bender
Mechanicsburg Junior-Senior High School .....	Mechanicsburg .....	Carl C. Graham
(1932)		
Media Junior-Senior High School ...	Media .....	John K. Barrall
(1933)		
Melrose Academy (Girls) ....(1952)	Philadelphia 26 .....	Sister Mary Sheila
	(Melrose Park)	
Mercersburg Academy, The (Boys) ..	Mercersburg .....	Charles Sanford Tippets
(1928)		
Mercyhurst Seminary (Girls) ..(1933)	Erie .....	Sister Jean Marie, R.S.M.
	(501 E. 38th St.)	

SCHOOL	LOCATION	HEAD
Milton Hershey School (Boys) .. (1936)	Hershey .....	W. Allen Hammond
Milton S. Hershey Junior-Senior High School .....	(R. D. 2)	George D. Lange
Minersville Junior-Senior High School .....	Hershey .....	William J. Murphy
Minersville Junior-Senior High School .....	Minersville .....	
Monaca Senior High School ... (1939)	Monaca 1 .....	Eudore G. Groleau
Monessen High School .....	Monessen .....	Henry Furio
Moon Township Junior-Senior High School .....	(6th & Reed Ave.)	
Moravian Preparatory School..(1934)	Coraopolis .....	J. Herbert Brooks
Moravian Seminary for Girls ..(1942)	(R. D. 4)	J. Walter Gapp
Morrisville Junior-Senior High School .....	Bethlehem .....	Miss Lillie Turman
(1932)	(Heckewelder Pl.)	
Mount Carmel Joint Senior High School .....	Bethlehem .....	E. Leonard Caum
(1948)	(Green Pond Rd., R. D.)	
Mount Lebanon Senior High School... (1933)	Morrisville .....	
Mount Penn Junior-Senior High School .....	Mount Carmel .....	Vincent W. McHail
(1930)	(3rd & Market Sts.)	
Mount Saint Joseph Academy (Girls) .....	Pittsburgh 28 .....	Nelson Mills
(1928)	(Cochran Rd., Mount Lebanon)	
Muhlenberg Township Junior-Senior High School .....	Reading .....	Roscoe H. Ward
(1931)	(25th & Filbert Sts., Mt. Penn)	
Muncy-Muncy Creek Junior-Senior High School .....	Philadelphia 18 .....	Mother M. Denis Marie, S.S.J.
(1948)	(Germantown & Northwestern Aves., Chestnut Hill)	
Munhall Junior-Senior High School... (1928)	Laureldale .....	Kermit H. Schmehl
Nazareth Academy (Girls) ....(1951)	Muncy .....	Zigmund M. Musial
Nazareth Area Joint Senior High School .....	Munhall .....	Max W. Wherry
(1937)	Philadelphia 14 .....	Sister M. Tarsita, S.H.F.N.
Neshaminy Junior-Senior High School .....	(Grant & Frankford Aves., Torresdale)	
(1951)	Nazareth .....	Lee A. Graver
Nether Providence Township Junior-Senior High School .....	Langhorne .....	James H. M. Darbie
(1936)	Wallingford .. .	Frank A. Mader
New Cumberland Joint Junior-Senior High School .....	New Cumberland .....	S. P. Bomgardner
(1932)	New Holland .....	John T. Auld
New Holland Junior-Senior High School .....	New Kensington .....	Frank G. Oliver
(1934)	Newtown .....	Norman W. Kratz
New Kensington Junior-Senior High School .....	Norristown .....	Lewis V. Kost
(1928)	(Markley St. & Coolidge Blvd.)	
Newtown—Council Rock Junior-Senior High School .....	North East .....	E. C. Davis
(1945)	Northampton .....	Norman A. Laub
Norristown Senior High School (1928)	Oakmont .....	Floyd H. Carson
	(5th St. & Pa. Ave.)	
North East Joint High School (1937)		
Northampton Area Joint Junior-Senior High School .....		
(1932)		
Oakmont Senior High School .....		
(1943-45; 1951)		

SCHOOL	LOCATION	HEAD
Oil City Senior High School ... (1949)	Oil City .....	Carl H. Townsend
Oley Township Junior-Senior High School .....	Oley .....	George L. Blank
Otto Junior-Senior High School (1938)	Duke Center .....	William D. Igoe
Our Lady of Mercy Academy (Girls) (1941)	Pittsburgh 13 .....	Sister M. Gerald
Overbrook School for the Blind (1952)	(3333 5th Ave.) Philadelphia 31 .....	Josef G. Cauffman
Palisades Junior-Senior High School .. (1955)	(64th St. & Malvern Ave.) Kintnersville .....	Melvin G. Mack
Palmerton Area Joint Junior-Senior High School .....	Palmerton .....	Donald W. Denniston
Pen Argyl Area Joint Junior-Senior High School .....	Pen Argyl .....	Allen H. Jackson
Penn Hall Preparatory School (Girls) (1928)	(Laurel Ave.) Chambersburg .....	Miss Sarah Wooten Briggs
Penn Township Senior High School .. (1951)	(1455 Phila. Ave.) Pittsburgh 21 .....	Joseph E. Wherry
Pennridge High School .....	(5360 Saltsburg Rd.)	Howard M. Nase
Pennsbury Junior-Senior High School (1951)	Perkasie .....	Richard L. Currier
Pennsylvania Military Preparatory School (Boys) ... (1929-44; 1948)	Yardley .....	Chester H. Sloat
Perkiomen School for Boys ... (1928)	Chester .....	Stephen W. Roberts
Phelps School (Boys) .....	(14th & Chestnut Sts.)	Norman T. Phelps
Philadelphia Friends Central School .. (1928)	Pennsburg .....	Merrill E. Bush
Philadelphia Friends Select School ... (1928)	Malvern .....	G. Laurence Blauvelt
<i>Philadelphia Public High Schools:</i>		
Abraham Lincoln High School .. (1953)	Philadelphia 36 .....	Charles H. Williams
Benjamin Franklin High School (Boys) .....	(Rowland & Ryan Aves.)	I. Lewis Horowitz
Frankford Senior High School .. (1928)	Philadelphia 30 .....	John W. Hitner
Germantown Senior High School ... (1928)	(Broad & Green Sts.)	Charles R. Nichols
John Bartram Senior High School .. (1941)	Philadelphia 24 .....	William M. Duncan
Kensington Senior High School for Girls .....	(Oxford Ave. & Wakeling St.)	Miss Etta Pettyjohn
Olney High School .....	Philadelphia 44 .....	Miss Marion Stuart
Overbrook Senior High School .... (1928)	(Germantown Ave. & High St.)	H. Morgan Ruth
Philadelphia Central High School (Boys) .....	Philadelphia 42 .....	John D. Christman, Acting
Philadelphia High School for Girls (1928)	(67th St. & Elmwood Ave.)	Mrs. Dorothy B. Crawford
Philadelphia 25 .....	(Amber & Cumberland Sts.)	
Philadelphia 20 .....	(Front St. & Duncannon Ave.)	
Philadelphia 31 .....	(59th St. & Lancaster Ave.)	
Philadelphia 41 .....	(Ogontz & Olney Aves.)	
Philadelphia 30 .....	(17th & Spring Garden Sts.)	

SCHOOL	LOCATION	HEAD
Philadelphia Northeast Senior High School (Boys) ..... (1928)	Philadelphia 33 ..... (8th St. & Lehigh Ave.)	Charles A. Young
Philadelphia Standard Evening High School ..... (1947)	Philadelphia 30 ..... (Broad & Green Sts.)	I. Lewis Horowitz
Roxborough Senior and Junior High School ..... (1928)	Philadelphia 28 ..... (Ridge Ave. & Fountain St.)	Wilbur C. DeTurk
Simon Gratz Senior High School ... (1930)	Philadelphia 40 ..... (17th & Luzerne Sts.)	M. David Hoffman
South Philadelphia Senior High School for Boys ..... (1928)	Philadelphia 48 ..... (Broad & Jackson Sts.)	Matthias H. Richards
South Philadelphia Senior High School for Girls (1928-37; 1942)	Philadelphia 48 ..... (2101 S. Broad St.)	Elmer Field
West Philadelphia Senior High School ..... (1928)	Philadelphia 39 ..... (48th & Walnut Sts.)	George Montgomery
William Penn Senior High School for Girls ..... (1928)	Philadelphia 30 ..... (15th & Wallace Sts.)	Miss Margaret Reed
<i>Philadelphia Roman Catholic Diocesan High Schools:</i>		
Bishop Neumann High School (formerly Southeast Catholic High School) ..... (1939)	Philadelphia 47 ..... (7th & Christian Sts.)	Very Rev. C. Albert Koob, O.Praem.
John W. Hallahan Catholic Girls High School ..... (1929)	Philadelphia 3 ..... (19th & Wood Sts.)	Rev. George T. Concannon
Little Flower Catholic High School for Girls ..... (1945)	Philadelphia 40 ..... (10th & Lycoming Sts.)	Rev. Joseph A. Brown
Notre Dame Catholic Girls High School ..... (1947)	Moylan-Rose Valley .... (Manchester Ave.)	Sister Genevieve Mary, S.N.D. deN.
Philadelphia Northeast Catholic High School for Boys ... (1936)	Philadelphia 24 ..... (Kensington & Torresdale Aves.)	Rev. John F. Tocik, O.S.F.S.
Saint Thomas More Catholic Boys High School ..... (1947)	Philadelphia 31 ..... (47th & Wyalusing Ave.)	Rev. John J. Curran, S.T.L.
West Philadelphia Catholic Girls High School ..... (1930)	Philadelphia 39 ..... (45th & Chestnut Sts.)	Rev. Francis A. McDermott
West Philadelphia Catholic High School for Boys ..... (1932)	Philadelphia 39 ..... (49th & Chestnut Sts.)	Brother Galdrick John, F.S.C.
Pine Grove Borough Junior-Senior High School ..... (1947)	Pine Grove .....	Frank Roy Winsheimer
Pitcairn Junior-Senior High School... (1955)	Pitcairn .....	Carl A. Newman
Pittsburgh Central District Catholic High School (Boys) ..... (1932)	Pittsburgh 13 ..... (4720 Fifth Ave.)	Brother Giles Vincent, F.S.C.
<i>Pittsburgh Public High Schools:</i>		
Allegheny Senior High School ..... (1929)	Pittsburgh 12 ..... (810 Sherman Ave.)	Roy T. Mattern
Carrick Junior-Senior High School... (1928)	Pittsburgh 10 ..... (125 Parkfield St.)	Roy J. Matthias
David B. Oliver Junior-Senior High School ..... (1928)	Pittsburgh 12 ..... (2200 Brighton Rd., N.S.)	Frank H. Herrington
Fifth Avenue Junior-Senior High School ..... (1928)	Pittsburgh 19 ..... (1800 Fifth Ave.)	Ralph Scott
George Westinghouse Junior-Senior High School ..... (1928)	Pittsburgh 8 ..... (Murland Ave. & Monticello St.)	Paul E. Felton

SCHOOL	LOCATION	HEAD
Peabody High School ..... (1928)	Pittsburgh 6 ..... (N. Beatty & Margaretta Sts.)	Homer Clark Bower
Perry Junior-Senior High School ... (1928)	Pittsburgh 14 ..... (Perrysville Ave. & Semicir St.)	David R. Douglas
Pittsburgh South Junior-Senior High School ..... (1928)	Pittsburgh 3 ..... (S. 10th & Carson Sts.)	James E. Shannon
Samuel P. Langley Junior-Senior High School ..... (1928)	Pittsburgh 4 ..... (Sheraden Blvd., Chariers & Robina Sts.)	Harry Davis Book
Schenley High School ..... (1928)	Pittsburgh 13 ..... (Bigelow Blvd. & Center Ave.)	Bernard J. McCormick
South Hills High School .... (1928)	Pittsburgh 11 ..... (Ruth & Eureka Sts.)	Fred W. Glaser
Taylor Allderdice Junior-Senior High School ..... (1931)	Pittsburgh 17 ..... (Shady & Forward Aves.)	James D. McClymonds
Pottstown Senior High School (1932)	Pottstown ..... (Penn & Chestnut Sts.)	Stanley I. Davenport, Jr.
Plum Township High School .. (1954)	Unity .....	Pascal H. Marquette
Pottsville Junior-Senior High School .. (1930)	Pottsville .....	Miles S. Kiehner
Punxsutawney Area Joint Junior-Senior High School ..... (1947)	Punxsutawney .....	Glen M. Henery
Quakertown Junior-Senior High School (1932)	Quakertown .....	Amos Franklin Hunsberger
Radnor Township Junior-Senior High School ..... (1928)	Wayne .....	Miss Mary H. Carter
Ravenhill Academy of the Assumption (Girls) ..... (1950)	Philadelphia 44 ..... (3480 W. Schoolhouse Lane)	Mother Clare Joseph
Reading Central Catholic High School (1948)	Reading ..... (Hill Rd. & Clymer St.)	Rev. Raymond J. Leichner
Reading Senior High School .. (1928)	Reading ..... (13th & Douglass Sts.)	Levan P. Smith
Red Lion Junior-Senior High School .. (1928)	Red Lion .....	Edgar C. Moore
Reedsville—Armagh-Brown Joint High School ..... (1956)	Reedsville .....	William J. Stahlman
Ridley Park Junior-Senior High School (1929)	Ridley Park .....	David H. Bining
Ridley Township Junior-Senior High School ..... (1948)	Folsom .....	Ralph B. Sharer
Rittenhouse Square Academy of Notre Dame deNamur (Girls) .. (1951)	Philadelphia 3 ..... (206 S. 19th St.)	Sister Catherine Joan
Rochester Senior High School .. (1928)	Rochester .....	Fenton H. Farley
Rostraver Township Junior-Senior High School ..... (1953)	Pricedale .....	Clifford D. Naylor
Royersford—Spring-Ford Senior High School .. (1933)	Royersford .....	Charles Wise
Saint Benedict Academy (Girls) .... (1928)	Erie ..... (345 E. 9th St.)	Sister M. Theophane, O.S.B.
Saint John Kanty Preparatory School (Boys) ..... (1928)	Erie ..... (3002 E. 8th St. Blvd.)	Rev. Adam F. Minkiel
Saint Joseph's High School (Boys) .... (1928)	Philadelphia 21 ..... (18th & Thompson Sts.)	Rev. B. Lanahan, S.J.
Saint Leonard's Academy of the Holy Child (Girls) ..... (1930)	Philadelphia 4 ..... (3833 Chestnut St.)	Mother Mary Celestine, S.H.C.J.

SCHOOL	LOCATION	HEAD
Saint Mary's Academy (Girls) (1937)	Philadelphia 41 ..... (5401 Old York Rd.)	Mother Miriam Loretto, S.S.J.
Saint Marys Catholic High School ... (1932)	Saint Marys .....	Rev. Donald Haggerty, O.S.B.
Saint Marys High School ....(1955)	Saint Marys .....	Henry M. Ryan
Saint Rosalia High School (Girls)... (1938)	Pittsburgh 7 ..... (430 Greenfield Ave.)	Sister M. Felicitas
Saint Rose High School .....	Carbondale .....	Mother M. Rosaire
Saint Vincent Preparatory School (Boys) .....	Latrobe .....	Rev. Warren J. Raab, O.S.B.
Sayre Area Joint Junior-Senior High School .....	Sayre .....	Judson F. Kast
Scranton Central High School..(1928)	Scranton 10 ..... (Vine St. & Washington Ave.)	Albert T. Jones
Sewickley High School .....(1931)	Sewickley .....	W. Henry Beighlea
Shady Side Academy (Boys) ..(1928)	Pittsburgh 15 ..... (Fox Chapel Rd.)	George L. Follansbee
Shaler High School .....	Glenshaw .....	Miss Mary Ruth Jeffery
Shamokin Area Joint Junior-Senior High School .....	Shamokin .....	Paul Swank
Sharon Senior High School ...(1950)	Sharon .....	Stanley N. Currier
Sharon Hill Junior-Senior High School (1934)	Sharon Hill .....	Hugh K. Johnston
Sharon Hill School of the Holy Child Jesus (Girls) .....	Sharon Hill .....	Mother Mary Henry, S.H.C.J.
Shipley School, The (Girls) ... (1928)	Bryn Mawr .....	Miss Margaret Bailey Speer
Shippensburg Area High School .... (1945)	Shippensburg .....	Charles E. Davis
Slippery Rock Junior-Senior High School .....	Slippery Rock .....	Joseph A. McClymonds
Solebury School (Coed) .....	New Hope .....	William Pendleton Orrick
Souderton Junior-Senior High School.. (1935)	Souderton .....	W. E. Maxwell
South Middletown Township High School .....	Boiling Springs .....	Walter D. Heckman
Southmont Junior-Senior High School. (1939)	Johnstown ..... (307 State St., Southmont Boro)	Thomas J. Kochuba
Springdale Senior High School (1952)	Springdale .....	John E. McCloskey
Springfield Township Junior-Senior High School of Delaware County. (1937)	Media .....	Richard K. Smith
Springfield Township Junior-Senior High School of Montgomery County .....	(Leamy Ave. & Rolling Rd., Springfield)	Richard C. Ream
Springside School (Girls) ....(1934)	Philadelphia 18 ..... (Hillcrest Ave. east of Bethlehem Pike)	Miss Eleanor E. Potter
State College Junior-Senior High School .....	Philadelphia 18 ..... (Norwood & E. Chestnut Aves.)	Theodore R. Kemmerer
Steelton Junior-Senior High School... (1928)	State College .....	Charles William Eisenhart
Stevens School for Girls .....	Steelton .....	Miss Agnes R. H. Bergen
Stroudsburg Junior-Senior High School .....	Philadelphia 18 ..... (8836 Crefeld St.)	Alfred W. Munson
	Stroudsburg .....	

SCHOOL	LOCATION	HEAD
Sunbury Area Joint Senior High School .....	Sunbury .....	Frederick Padgett
Swarthmore Junior-Senior High School .....	Swarthmore .....	William M. Bush
Swissvale Senior High School (1928)	Swissvale, Pittsb. 18 .... (Monongahela Ave.)	John C. Weichel
Tarentum Junior-Senior High School (1928)	Tarentum 4 .....	Charles C. Stoops
Temple University High School .....	Philadelphia 21 .... (1417 Diamond St.)	Hugh Ernest Harting
Titusville Senior High School (1932)	Titusville .....	Erwin F. Bitters
Towanda Valley Joint Junior-Senior High School .....	Towanda .....	Loyd M. Trimmer
Troy Junior-Senior High School .....	Troy .....	William Ralph Croman
Tunkhannock Borough Junior-Senior High School .....	Tunkhannock .....	Miss Helen G. Crompton
Turtle Creek Senior High School .....	Turtle Creek .....	Allan L. Behler
Uniontown Joint Senior High School .....	Uniontown .....	Dan R. Kovar
Unionville Joint Consolidated High School .....	Unionville .....	Wilbur V. Reese
Upper Darby Senior High School .....	Upper Darby .....	James E. Nancarrow
Upper Merion Township Junior-Senior High School .....	King of Prussia .....	Robert R. Strine
Upper Moreland Township Junior-Senior High School .....	Willow Grove .....	Walton E. Landes
Upper Perkiomen Joint High School .....	East Greenville .....	Clarence A. Roth
Valley Forge Military Academy (Boys) .....	Wayne .....	Major Gen. Milton G. Baker
Villa Maria Academy (Girls) (1932)	Erie .....	Sister Emilene, S.S.J.
Villa Maria Academy (Girls) (1928)	(2403 W. Lake Rd.)	Sister Mary Catherine Louise, I.H.M.
Villa Maria High School (Girls) .....	Malvern .....	Sister Mary Honora, S.H.H.M.
Warren Senior High School .....	Villa Maria .....	
Waynesboro Junior-Senior High School .....	Warren .....	Joseph V. Passaro
Wellsboro Junior-Senior High School .....	Waynesboro .....	Paul E. Shull
Wesleyville Junior-Senior High School .....	Wellsboro .....	Allen W. Lewis
West Allegheny Senior High School .....	Wesleyville .....	William B. McKee
West Chester Senior High School .....	(Willow Street)	Anthony J. Miklausen
West Reading Junior-Senior High School .....	Oakdale .....	Harold H. Wingerd
West View Senior High School (1948)	West Chester .....	Arthur B. Himmelberger
West York Junior-Senior High School .....	West Reading .....	W. S. Luke
Westmont-Upper Yoder High School (1928)	Pittsburgh 29 .... (Chalfonte & Perry Highway)	Palmer E. Poff
	York .....	William F. Shaffer
	(1731 W. Phila. St.)	
	Johnstown .....	
	(827 Diamond Blvd. at Luzerne St.)	

SCHOOL	LOCATION	HEAD
Westmoreland High School ... (1955) Westtown School ..... (1928) Whitehall Township Junior-Senior High School ..... (1952)	Trucksville ..... Westtown ..... Hokendauqua .....	W. Frank Trimble Daniel D. Test, Jr. George D. Steckel
<i>Wilkes-Barre Public High Schools:</i>		
Elmer L. Meyers Junior-Senior High School ..... (1933) G. A. R. Memorial Junior-Senior High School ..... (1930) James M. Coughlin High School ... (1928)	Wilkes-Barre ..... (341 Carey Ave.) Wilkes-Barre ..... (Grant & Lehigh Sts.) Wilkes-Barre ..... (N. Washington St.)	J. Franck Dennis Victor F. Baiz Francis Tyson Truscott
Wilkinsburg Senior High School .... (1930)	Pittsburgh 21 ..... (747 Wallace Ave., Wilkinsburg)	Edward F. Ege
William Penn Charter School (Boys) (1928)	Philadelphia 44 ..... (School Lane & Fox St.)	John Flagg Gummere
Williamsport Senior High School .... (1928)	Williamsport 19 ..... (1046 W. 3rd St.)	LeRoy F. Derr
Wilson Borough Junior-Senior High School ..... (1928)	Easton ..... (22nd St. & Washington Blvd., Borough of Wilson)	Arthur L. Garner
Wilson Junior-Senior High School of Spring Township ..... (1945) Wyoming Seminary ..... (1928) Wyomissing Junior-Senior High School (1928)	West Lawn ..... Kingston ..... Wyomissing .....	Clayton D. Rehrer Ralph W. Decker Allen W. Rank
Yeadon Junior-Senior High School ... (1939)	Lansdowne P. O. .... (Baily Rd. & Cypress St., Yeadon)	Martin H. Cronlund
York Catholic High School .... (1953)	York ..... (459 W. King St.)	Rev. Leo N. Bierster
York—William Penn Senior High School ..... (1928)	York ..... (Beaver St. & College Ave.)	Edward A. Glatfelter
<b>SWITZERLAND</b>		
International School of Geneva (1936)	Geneva ..... La grande Boissier, 62 route de Chêne)	F. Alfred Roquette

## LIST OF ACCREDITED SCHOOLS FOR AMERICAN DEPENDENTS ABROAD

The list of schools given below are schools for American children abroad accredited by the North Central Association under a cooperative arrangement with the other regional accrediting associations. It is hoped that credentials from students taking work in these schools will be considered in the same way as those from any of the schools on the list of Accredited Schools of the Middle States Association.

SCHOOL	LOCATION	HEAD
Berlin American .....	Berlin, Germany .....	Dorothy J. Rahm
Bremerhaven American .....	Bremerhaven, Germany .....	A. H. Kryios
Burtonwood Dependents' .....	Burtonwood, England .....	Harold Robinson
Camp Crawford Dependents' .....	Sapporo, Japan .....	C. M. Carkhuff
Chateauroux American .....	Chateauroux, France .....	Clifford Gunderson
Clark Air Force Base .....	Clark Air Force Base, Philippines .....	R. W. Peterson
Frankfurt American .....	Frankfurt, Germany .....	Sidney M. Crowder
Heidelberg American .....	Heidelberg, Germany .....	Arvo E. Lohela
Itazuke American .....	Itazuke, Japan .....	Edwin R. Phillep
Kaiserslautern American .....	Kaiserslautern, Germany .....	R. H. Stickney
Kokura American Dependents' .....	Kokura, Japan .....	Kermit Hancer
Kyoto American .....	Kyoto, Japan .....	James L. Cotter
London Central .....	London, England .....	Volney E. Farned
Misawa Air Base Dependents' .....	Misawa, Japan .....	Ervin Brooks
Munich American .....	Munich, Germany .....	Rex L. Gleason
Nagoya American .....	Nagoya, Japan .....	Margaret L. McCormack
Naples Dependents' .....	Naples, Italy .....	D. C. Miranda
Nouasseur American .....	Nouasseur, French Morocco .....	S. C. Ramsey
Nurnberg American .....	Nurnberg, Germany .....	M. A. Linck
Okinawa American .....	Kubasaki, Japan .....	W. B. Elliott
Paris American .....	Paris, France .....	J. R. Johnston
Ramey Air Force Base .....	Ramey Air Force Base, Puerto Rico .....	Ronald A. Downing
Rochefort American .....	Rochefort, France .....	J. T. Lackner
Sendai American .....	Sendai, Japan .....	Thomas J. Petrus
Stuttgart American .....	Stuttgart, Germany .....	F. A. Wisten
Tokyo American—Narimasu .....	Tokyo, Japan .....	Tennis W. Hoffman
Wheelus Field Dependents' .....	Tripoli, Libya .....	Harold Carson
Wiesbaden American .....	Wiesbaden, Germany .....	Halden Brown
Yokohama American .....	Yokohama, Japan .....	A. C. Nooney

*Membership Organizations—Honorary Members*

MEMBERSHIP ORGANIZATIONS

JANUARY 1, 1956

ORGANIZATION	LOCATION	HEAD
Baltimore City Department of Education .....	Baltimore, Md. ....	William H. Lemmel, Supt.
Delaware Department of Public Instruction .....	Dover, Del. ....	George W. Miller, Jr.
Eastern Association of College Deans and Advisers of Men .....	Franklin and Marshall College, Lancaster, Pa.	A. G. Breidenstine, Sec.
Elizabeth Department of Education .....	Elizabeth, N. J. ....	J. Harry Adams, Supt.
High School Principals Association .....	New York 58 .....	Morris Meister
(120 E. 184th St.)		
Jersey City Superintendent of Schools .....	Jersey City, N. J. ....	James E. Reynolds
Jesuit Educational Association, New York Province .....	Fordham University ....	Joseph G. Glose, S.J.
Middle States Association of Collegiate Registrars and Officers of Admission .....	Georgetown University, Washington, D. C. ....	Joseph G. Connor, Sec.
New Jersey Association of Colleges and Universities .....	Rutgers University, New Brunswick, N. J. ....	Albert E. Meder, Jr., Corres. Sec.
New Jersey Department of Public Instruction .....	Trenton, N. J. ....	Richard Robinson
Pennsylvania Association of Colleges and Universities .....	Harrisburg, Pa. ....	Howard R. Reidenbaugh, Exec. Sec.
Pennsylvania State Department of Public Instruction .....	Harrisburg, Pa. ....	Francis B. Haas
State Department of Education .....	Baltimore, Md. ....	Thomas G. Pullen, Jr.
University of the State of New York .....	Albany, N. Y. ....	Lewis A. Wilson

HONORARY MEMBERS

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Roy J. Deferrari .....	Catholic Univ. of America 64 Dryden Rd. ....	Washington, D. C.
Harold A. Ferguson .....	324 Hart St. ....	Upper Montclair, N. J.
Frederick C. Ferry .....	26 E. Springfield Ave. ....	New Britain, Conn.
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Harry A. Sprague .....	Ridgewood Rd. ....	Sparta, N. J.
Charles C. Tillinghast .....	200 E. 66th St. ....	Wilton, Conn.
Levering Tyson .....	311 Second St. Pike. ....	New York City
George A. Walton .....	2610 N. Charles St. ....	Southampton, Pa.
David E. Weglein .....	c/o Wells College .....	Baltimore, Md.
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